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ABSTRACT

State-funded programs in Washington for providing vocational and English-language training for Indochinese refugees were evaluated. The evaluation was conducted by means of a survey and site visits. Although data show both strengths and weaknesses, programs share some common positive features: (1) dedication of program staff, (2) use of a wide range of materials and techniques (i.e., eclecticism), and (3) provision of services beyond those stipulated (resulting in orientation as well as education). In many institutions, the programs receive special assistance and consideration. The data strongly suggest that the programs have a positive effect on the students' efforts to learn English and make their way in the American society and economy. Although there is room for improvement, there is no doubt that a program of vocational and English-language instruction is required. Recommendations to Superintendent of Public Instruction are included. The evaluation instruments are appended. (JB)

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EVALUATION OF THE
ENGLISH AS A SECOND LANGUAGE AND VOCATIONAL TRAINING
PROGRAM FOR INDOCHINESE REFUGEES

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The work presented or reported herein was performed pursuant to a Contract from the Office of the Superintendent of Public Instruction, State of Washington. The Adult Education Program of the Northwest Regional Educational Laboratory carried out the work. The opinions expressed herein, however, do not necessarily reflect the position or policy of the Office of the Superintendent, State of Washington or the Northwest Regional Educational Laboratory.

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Thanks are also due to the staffs of a variety of agencies who completed questionnaires and shared valuable information. These include: The International Rescue Committee; Washington Association of Churches Refugee Program; Economic Opportunities Center, and Employment Security Department Indochinese Placement Project; numerous refugee sponsors; Department of Social and Health Services/Community Services Office Workers; Indochinese Community Association leaders; administrators in additional social service agencies and students formerly in the training programs have assisted through completing questionnaires.

The Student Interview was translated into Vietnamese by Ms. Laihong Tran and into Cambodian by Mr. Sakeal Kravanh, both teacher aides at Clark College, Vancouver, Washington. The Employee Survey was translated into Lao by Mr. Amphorn Thepwongsa, Bilingual Aide, Seattle Public Schools; into Cambodian by Mr. Kan You, Counselor, Asian Counseling and Referral Service, Seattle; into Vietnamese by Mr. Binh Duong, DSHS Indochinese Refugee Program, Olympia. We wish to express our thanks to each of these individuals for their assistance.

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Roger Harmon

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On September 28, 1979 the following recommendations were presented in preliminary form at a meeting of program coordinators, SPI and DSHS Indochinese Program representatives and others working with Indochinese refugees.

Suggestions for modifications and clarification were solicited from those who attended, and these are reflected in what follows. The evaluation team believes these recommendations indicate directions necessary to improve instruction in the SPI Program.

RECOMMENDATIONS

A. Program Structure

To improve the structure of the SPI Program the following recommendations are made:

Recommendation I: SPECIFIC TRAINING OBJECTIVES WITH SUGGESTED COMPETENCIES SHOULD BE ESTABLISHED.

In terms of the current SPI Indochinese Program this means that the following needs to be clarified:

a. the specific objectives of the instruction;
b. the precise level of ability that individual students are to reach in order to meet the desired objectives; and,
c. the recommended instruments training institutions might use in determining the level of skill attained by the students.

At present, the guidelines for ESL instruction center on the terms "basic English," "pre-vocational English," and "intermediate level." These terms should be more clearly defined. The training institutions should participate in the definition of objectives and in suggesting ways of measuring competencies.

Recommendation 2: THE RELATIVE EMPHASIS TO BE PLACED UPON ESL TRAINING, CAREER VOCATIONAL TRAINING, ENTRY-LEVEL EMPLOYMENT AND CAREER PLACEMENT SHOULD BE CLARIFIED.

There are several paths to economic self-sufficiency for Indochinese refugees. For the SPI Program to operate effectively, it is necessary that all those involved share an understanding of the nature and sequence of the training and employment of which SPI-contracted services are a part.

Recommendation 3: THE CONDITIONS UNDER WHICH INDOCHINESE REFUGEES ARE ELIGIBLE FOR PROGRAM SERVICES UNDER THE SPI PROGRAM SHOULD BE CLEARLY SPECIFIED.

All agencies assisting refugees should be informed of conditions for eligibility and the process by which eligibility is determined.

Recommendation 4: ALL ADULT INDOCHINESE REFUGEES IN NEED OF ESL TRAINING SHOULD GAIN ENTRY INTO THE PROGRAM.

A system for tracking refugees coming into the state should be established to facilitate assessment and placement of refugees in training and employment. For such a system to be successful the participation of the Voluntary Agencies, refugee sponsors, Indochinese Community Associations, and the various social service agencies will be required.

Currently, not all Indochinese in need of ESL training are being assessed and placed in an ESL program. A large percentage of individuals who have been determined to be eligible for ESL training and for whom the ESL program has received Delivery Orders have not become enrolled in a program. Particular attention should be paid to the needs of unemployed women with children and of employed men and women who need part-time ESL instruction. To implement this recommendation, additional classes and more effective means of providing child care and transportation to classes will need to be established.

Recommendation 5: IMPROVED COMMUNICATION BETWEEN THE TRAINING PROGRAM STAFF, DSHS COMMUNITY SERVICE OFFICE WORKERS AND EMPLOYMENT COUNSELORS SHOULD BE PROMOTED.

Better communication between these individuals is needed in all phases of the students' training, including determining employment goals, intake into the training program, review of student progress, and locating suitable employment. Meetings between the program coordinator, DSHS-CSO worker, and employment counselor should be held regularly to review the progress and needs of individual students. In addition, visits to the training institutions by the CSO worker and employment counselor should be encouraged, in order that these individuals have a first hand knowledge of the programs, and have an opportunity to contribute their expertise to the instructional program.

Recommendation 6: THE FUNDING CYCLE SHOULD BE STABILIZED FOR LONG ENOUGH PERIODS OF TIME TO FACILITATE ORDERLY PLANNING.

The uncertainty of funding from year to year has greatly restricted planning and delivery of services.

Recommendation 7: A WASHINGTON STATE PLAN FOR EDUCATION AND TRAINING OF INDOCHINESE REFUGEES SHOULD BE DEVELOPED.

The above recommendations can best be implemented within the context of a State Plan. The scope of the State Plan should include, but not be limited to, the services currently contracted for between DSHS and SPI. That is, the Plan should cover the range of education programs, public and private, offered Indochinese adults and children in the State. The Plan should include an assessment of the needs of Indochinese currently in the State, a projection of the anticipated refugee population, its educational needs, and the means to meet these needs. It is recommended that the Plan be developed as a cooperative effort between DSHS, SPI, the various public and private institutions providing training, the Voluntary Agencies with offices in the State, employment service providers, Indochinese Community

Associations, and the other major social service agencies, public and private, assisting refugees in Washington.

A mechanism needs to established to monitor and suggest needed changes in the educational programs for Indochinese refugees.

B. SPI And DSHS Assistance to the Individual Programs

To assist the individual programs the following recommendations are made:

Recommendation 1: THE DELIVERY ORDER APPROVING TRAINING IN A PROGRAM SHOULD CONTAIN ADDITIONAL INFORMATION.

The information on the Delivery Order should include the refugee's name; Social Security number; address; telephone number; age; sex; educational background; employment experience; training and employment goals as assessed by the CSO worker; the name and address of the CSO worker responsible for the referral and other services to be provided to the refugee during the training period; and, the refugee sponsor, and the sponsor's telephone number. Since this includes most of the information on the Personal Employment Plan (PEP), perhaps a copy of the PEP should be sent to the training program. A roster of Delivery Orders prepared for the training program should be supplied the program each month.

Recommendation 2: SPI SHOULD SUPPLY ADDITIONAL INSTRUCTIONAL MATERIALS TO THE PROGRAMS.

Many training institutions would benefit from additional instructional materials, including textbooks, workbooks, taped materials, movies, songs and supplementary reading materials. Materials with a prevocational emphasis are particularly needed in the ESL programs. Materials should be supplied to the programs, or a line item for materials should be included in contracts written with the training institutions.

Recommendation 3: **THE PROGRAMS SHOULD BE PROVIDED ADDITIONAL TECHNICAL ASSISTANCE.**

Workshops or on-site assistance are recommended in the following areas:

a. Organizing a sequential program with performance objectives at the various instructional levels.
b. Placement testing and arranging students into instructional levels.
c. Teaching basic life skills (survival skills)
d. Instructing pre-literate students.
e. Preparing students for entry-level employment and vocational skills training.
f. Indochinese cultures and adaptation.

Recommendation 4: **A METHOD SHOULD BE DEVISED FOR PROMOTING ON-GOING COMMUNICATION BETWEEN THE INDIVIDUAL TRAINING PROGRAMS.**

Materials and approaches developed in the individual programs should be shared more widely. This can be accomplished in a number of ways, including:

a. the use of periodic newsletters to program staff which describe the materials and approaches used by programs;
b. special workshops in which program staff make presentations; and,
c. visits to the programs of an SPI Program field supervisor.

In many cases the instructional staff were found to have little knowledge of the Program as a whole. The above methods could alleviate this situation. The above methods would supplement the excellent communication initiated by the SPI Indochinese Project Coordinator.

Recommendation 5: **SPI SHOULD ENCOURAGE PROGRAMS TO DEVELOP ALTERNATIVE AND INNOVATIVE MEANS OF MEETING INSTRUCTIONAL OBJECTIVES.**

The expertise and enthusiasm of program staff should be drawn on in exploring new means of linking ESL and vocational training, such as bilingual vocational training, shared-time vocational training (institution and industry), shared-time vocational ESL/vocational skills training, and classroom vocational skills training. Special grants should be used for this purpose.

Recommendation 6: **SPI SHOULD ENCOURAGE THE USE OF QUALIFIED BILINGUAL AIDES.**

Well trained bilingual aides have made major contributions to programs in assisting with student intake, with instruction of pre-literate students, and with other duties.

In addition, the expertise of other Indochinese in the community, including Indochinese educators, should be more greatly utilized. SPI should also consider funding aides who have special skills, but are not bilingual in an Indochinese language. The possibility of greater use of volunteers in the programs should be explored.

Recommendation 7: **INFORMATIONAL MATERIALS WHICH EXPLAIN THE OBJECTIVES OF THE TRAINING PROGRAM SHOULD BE DEVELOPED AND DISSEMINATED.**

Materials which explain the objectives and approaches of the SPI Program and the programs of the training institutions are needed. These materials would be helpful in building institutional and community support. Orientation brochures in English and in the Indochinese languages should also be developed. Ideally, orientation brochures would include not only the training services provided in the ESL and vocational training programs, but also the responsibilities and services provided by various government and private agencies assisting Indochinese refugees. These materials should be directed to all agencies and groups involved with Indochinese refugees.

Recommendation 8: **ALTERNATIVE FORMULAS FOR FUNDING THE INSTRUCTIONAL PROGRAMS SHOULD BE CONSIDERED.**

The benefits of using alternative funding formulas should be explored. The current funding mechanism-- a fixed rate per instructional hour--meets the cost of some programs, but not others, due largely to wide fluxuation in the salaries paid to instructors. Some programs need additional compensation for administrative costs, planning, classroom rent, field trips, and special projects. Means of meeting actual program costs should be developed.

INTRODUCTION

The present report is the major product of an evaluation of the English as a Second Language (ESL) and Vocational Training provided Indochinese refugees through the Office of the Superintendent of Public Instruction (SPI) of the State of Washington. The evaluation was conducted by the Northwest Regional Laboratory (NWREL) during the period of June 26, 1979 to September 26, 1979.

This evaluation complies with the requirement for a third party evaluation stipulated in the Work Statement between the Department of Social and Health Services (DHSH) and the Superintendent of Public Instruction (Contract No. 8064-CGE-19485). This DSHS-SPI Contract governs the use of federal funds (Title XX funds) by SPI to provide educational services to eligible adult Indochinese refugees. SPI, through its Indochinese Refugee Program, has subcontracted for services with educational institutions throughout Washington State. In the 1979 contract year, twenty-three institutions provided these services. Most of these institutions began offering training in the Spring (March-May) and continued through the month of September. The DSHS-SPI contract terminated September 28, 1979.

Scope of the Evaluation

The objectives of the evaluation, as stipulated in the agreement between NWREL and SPI are as follows:

1. To show the effect the program has or will have on the refugee students' ability to be self-sufficient in terms of family support, day-to-day problems of living in the United States, and the level at which the students can communicate in the English language.

2. To identify elements in the contract that have a direct relationship to the effectiveness of the instructional program.
3. To indicate directions necessary to improve ESL instruction for Indochinese refugees.
4. To formalize recommendations to the Superintendent (SPI) that alleviate identified problems that are caused at the local level of instruction by administrative procedures of DSHS or SPI.
5. To formalize objectives for refugee programs as to expectations for programs and the employability of refugees.

These objectives were to be purused through methods and instruments which would:

1. Provide a balance between agency self-evaluation and third-party evaluation;
2. Be based upon first hand contact with all the institutions, and agencies involved in the contract between DSHS and SPI, and also the personnel associated with the processes involved;
3. Include some numerically scaled items, some guided interview questions and some open comment opportunities;
4. Include the conduct of structured and formal in-person interviews using a guided interview to collect data; and
5. Include student feedback collected by use of questionnaires and/or interviews, and by interpreters using native language when possible and/or necessary.

Using methods and instruments of this nature, data of the following types was to be collected:

1. A list of all the agencies that contact the student during the course of the training.

2. Data on (a) the successful implementation of the objectives of the Program; (b) the funding of the Program; (c) the organization and administration of the Program; (d) the instructional processes, materials, equipment and facilities; (e) the performance of the agencies and institutions associated with the Program, including the communities in which the programs were conducted throughout the State of Washington.

3. Objective statistical information concerning (a) how many students have progressed from basic beginning ESL to intermediate ESL; (b) how many students have transferred from basic ESL to vocational training; (c) how many students have obtained jobs as a result of ESL and vocational training; and (d) satisfaction of employment by both employer and employee.

The evaluation data collected by NWREL was to be presented to program personnel using appropriate methods, including a final report and a meeting of all coordinators of programs under SPI Indochinese Project.

The above guidelines make it clear that in addition to an evaluation of the extent to which the parties involved have met the terms specified in the DSHS-SPI contract, it was also anticipated that the evaluation team would, when appropriate and on a time available basis, offer recommendations to the individual programs as to possible improvements. Furthermore, throughout the evaluation process there has been an effort to inform SPI of the needs of the individual programs and of the forms of assistance which may help meet these needs. It is hoped that the observations provided during the course of the program review and those contained in this report will be of assistance to all of the parties involved.

Methodology

Following the above guidelines, a three phase approach was utilized in conducting the evaluation.

Phase I involved the development of several types of instruments for collecting data. The following instruments were developed at the NWREL by Drs. James Thrasher, Steve Nelson and Roger Harmon:

1. Program Survey: A questionnaire to be mailed to the programs and collected at the time of the site visit.
2. Administrator Interview: A structured interview to be utilized with program coordinators during on-site visits.
3. Teacher Interview: A structured interview to be used with teachers on-site.
4. Student Interview: A structured interview to be used with samples of students on-site.
5. Employee Survey: A short questionnaire to be mailed to individuals who were formerly enrolled in an ESL or vocational training program in the state, and now employed. (Names were supplied by employment service agencies under contract with DSHS.)
6. Employer Survey: A postcard questionnaire to be mailed to employers of Indochinese who were formerly enrolled in an ESL or vocational training program in the state.
7. Agency, Association and Sponsor Survey: A questionnaire to be mailed to a sample of groups and individuals currently involved with Indochinese refugees, including the National Voluntary Agencies with offices in the state, employment contractors, DSHS Community Services Office workers, Refugee Sponsors (especially churches), Indochinese Community Associations, and other selected service agencies. This list includes the agencies/personnel which contact the student during the course of the training. The "selected service agencies" will vary according to locale, and may include physical and mental health care agencies, public school districts, and multi-service agencies such as Tacoma Community House. Lists from which the sample was drawn were provided by the DSHS Indochinese Program Office, Olympia, and from Voluntary Agencies.

8. Site Review Summary Form: An instrument for recording the major findings of the program review, to be presented to the program coordinator at the conclusion of the site review, with a copy forwarded to the SPI Indochinese Project Office, Olympia.

Draft versions of the data collection instruments were reviewed by the SPI and DSHS Indochinese Program offices. In addition, a pilot test of the review procedures and instruments was conducted by the review team at Clark College to assure that the survey items were clear and relevant. The SPI/DSHS review and pilot test resulted in only minor revisions to the instruments. These instruments are presented in Appendix A.

Phase II of the evaluation consisted of site visits to the nineteen ESL and four vocational training programs which provided services under the SPI Program. Of the nineteen ESL programs, three were in Eastern Washington, four were in Seattle, ten were in the Puget Sound area (excluding Seattle) and two were in Southern Washington. Table I gives a basic information about each of these ESL programs. As of July 1, 1979, a total of 868 students were studying ESL in 61 classes and 21 night classes funded through the SPI Indochinese Program.

TABLE 1

ESL Programs in the SPI-funded Indochinese Refugee Program, as of July 1, 1979, *by Geographical Area.

* Data from Program Surveys, NWREL Evaluation 1979

Location	Avg.Daily Enrollment	# of Teachers	# of Aides	Day Classes	Night Classes
Eastern Washington					
Wenatchee Valley College	17	2	2	2	1
Spokane C.C. Dist. #17	188	10	0	6	7
Columbia Basin College (Pasco)	22	3	0	2	1
Seattle					
Seattle Central C.C.	190	15	3	13	2
South Seattle C.C.	18	1	0	1	0
Shoreline C.C.	12	2	0		
Institution for Intercultural Learning (formerly English Language Learning Center)	120	17	0	10	0
Puget Sound (excluding Seattle)					
Everett CC	14	3	0	2	1
Renton Voc-Tech Institute	25	2	0	4	0
Edmonds C.C.	35	2	0	2	0
Bellevue C.C.	30	4	0	4	0
Ft. Steilacoom C.C.	10	1	0	0	1
Olympic College	12	1	0	1	0
Tacoma C.C.	50	4	3	0	4
Central C.C. (Program in Olympia)	35	4	0	4	0
Highline C.C.	17	2	0	2	0
Clover Park Voc-Tech Institute	17	2	0	1	1
Southern Washington					
Lower Columbia College (Longview)	20	3	1	2	1
Clark C.C. (Vancouver)	46	6	2	4	2
TOTALS	878	84	11	61	21

During the contract period, four students were offered vocational training through the SPI Program. Four institutions were involved, each providng training to one student, as follows: Griffin Business College, Seattle, (business); L.H. Bates Vocational-Technical Institute, Tacoma (industrial electronics); Knapp Business College, Tacoma (secretarial training); Seattle Opportunities Industrialization Center (welding). It should be noted that only a fraction of the Indochinese receiving vocational skills training in the State were studying in programs funded through the SPI program.

Site visits were conducted from July 19 through September 4, 1979. Each of the twenty-three sites was visited by Roger Harmon; Steve Nelson participated in five of these visits. Prior to each visit a letter was sent to the program coordinator describing the purpose and procedures of the review. It was emphasized that teacher evaluation, as well as fiscal audit, was outside the scope of the evaluation process.

In visits to the ESL programs, interviews were conducted with the program coordinator, with a sample of teachers and with a sample of students. The Program survey was collected and reviewed. At each ESL site, the evaluator(s) visited classes. In numerous instances a class of students was asked to participate as a group in completing the Student Interview. Where needed, the Vietnamese or Cambodian translations of the Interview were made available. Where needed, Dr. Harmon translated the questions into Lao or Thai languages for students who understood these languages. Following the site review, which lasted from 3 to 8 hours, a completed site review summary was provided the program. (In some cases this summary was mailed to the program coordinator within the following few days.) The site review summary contained the major findings of the review under the headings, "Program Strengths," "Areas for Potential Improvement," "Possible Actions to Strengthen the Program," and "Areas Requiring SPI follow-up." A fifth section of the review form allowed for "Comments/Reactions of Program Personnel."

Following the recommendation of the SPI Indochinese Project Office, the evaluation team devoted limited on-site time at the four institutions offering vocational skills training. This was due partially to the short time available to complete the evaluation, and partially to the fact that each of the schools providing vocational training had only one SPI-funded student. In addition, in three cases, the student had completed his or her training prior to the time of the program review; in the fourth case the site visit could be scheduled only while the student was on summer break. A Program Survey was collected at two of the four institutions, and an administrator was interviewed at each of these four institutions. Site review summaries were not completed for the four vocational skills training programs due to the limited nature of the reviews conducted. As with the ESL programs, copies of the Program Survey and Administrator Interview completed at these institutions were forwarded to Dr. Thomas Gilligan, SPI Indochinese Project Coordinator.

During Phase II, the Agency, Association and Sponsor Survey and the Employee Survey were mailed. With SPI and DSHS approval the Employer

Survey was not used, due to unforeseen difficulties in obtaining lists of names and addresses of employers, as well as the sensitive nature of the data to be collected.

Phase III of the evaluation consisted of analyzing and interpreting the data, preparing the final report and presenting the report in a meeting held September 28, 1979. Data utilized in the report includes those from the mailed questionnaires, from interviews conducted on-site, and from the site review summaries provided the individual programs. The number of questionnaires and interviews completed in the evaluation process is summarized in Table 2.

TABLE 2

Instruments Distributed and Completed in the SPI ESL and Vocational Training Program Evaluation, 1979

Completed Instruments	Distributed	Completed
Program Surveys	23	21
Admin. Interviews	23	23
Teachers Interviews	55	55
Student Interviews	140	140
Employee Questionnaires	111	15
Agency, Association & Sponsor Survey *	75	31

* Includes Questionnaires sent to 5 Voluntary Agencies, 25 refugee sponsors, 16 Indochinese Community Associations, 18 DSHS Community Services Office workers, 3 employment counselors and 8 other social service agencies.

STUDY FINDINGS

The review of the SPI-funded Indochinese refugee ESL and Vocational Training Program focused upon a series of key questions concerning the initiation, design, delivery and outcomes of program services. The findings of the study are presented with this section. The findings have been organized into three major categories: (a) initiation of programs, (b) delivery of services and (c) fulfillment of program objectives. Within each of these subsections, a series of review questions have been posed. These questions are then answered using data collected throughout the review.

A. Initiating an Indochinese Refugee Training Program

This section deals with: (1) the relationship of the SPI Program to the overall mission of the participating institutions; (2) how students find out about and enter the Program and (3) the objectives of the individual programs.

1. *"What is the relationship of the SPI Indochinese Program to the overall goals of the institutions offering the services?"*

A majority of program coordinators indicated that the SPI Indochinese Refugee Training Program was a direct extension of the adult education services offered by the training institution. More than half of the program coordinators indicated that their institution had engaged in training Indochinese refugees since 1975-76 when the first group arrived. Classes under the SPI-funded program are generally conducted separately from Adult Basic Education (ABE) classes. This is due to differences in funding patterns and to differences in the needs of the students being served. In contrast, information available from vocational programs suggest that the SPI-funded services are totally integrated into the regular training program. That is, a student studying a vocational subject under the SPI program is placed into vocational training classes normally operated by the college.

2. *"How have these training institutions become involved in the SPI-funded program?"*

As previously indicated, many of these institutions have offered training programs for Indochinese refugees in the past. Their involvement in the current SPI Program began through contact initiated by the DSHS Indochinese Program Office and/or the SPI office. Notification of the availability of Program funds was made in January 1979. In some cases, a number of months were required before classes were offered, while in other instances programs were initiated almost immediately.

3. *"What has been involved in negotiating program contracts?"*

The overwhelming response of program administrators to this question was that minimal time was required in executing the contract. However, a number of individuals indicated that the procedure could not be truly considered "negotiation," since the document sent the training institutions was essentially the "Statement of Work" that is the basis of the contract between DSHS and SPI. Thus, program personnel were not involved in "negotiating contracts," but rather, agreed to provide services under guidelines already established by DSHS and SPI.

4. *"What modifications to the contract or contracting procedures have been suggested by the programs?"*

By and large, very little concern was raised about the time involved in negotiating and clarifying the contract. However, a number of suggestions were offered along three lines—fiscal, organizational and programmatic.

Fiscal issues deal with the rate and method of compensation. The major concern of the program coordinators dealt with the need for compensation of administrative, facility, equipment and indirect costs which could not be adequately covered by the hourly rate. The hourly rate itself received little criticism. It is suggested by the evaluation team that, beyond the class/hour compensation schedule, an additional method of compensation be used to offset the administrative, indirect and support service costs of the program. Various formulas should be explored, including compensation based upon the average daily attendance of eligible Indochinese refugees.

A second fiscal issue dealt with the frequency of reporting, billing and reimbursement. A simplification and consolidation of the reporting forms, coupled with a quarterly schedule of reporting and reimbursement, was strongly suggested by numerous program coordinators.

Organizational issues are concerned with the roles and relationships of the various parties involved in the contract. One concern centers upon the question of contractual and programmatic responsibility. The question was often raised as to whether the training institution was responsible to SPI or to DSHS. Clarification of these relationships is needed. Furthermore, program staff were frustrated with the question of which organizational entity assumes responsibility for the student once language proficiency has been achieved. Programmatic issues are concerned with the effect contractual arrangements have on the nature of service provided the client. The chief concern in this area was the lack of definition of the intermediate English level. This question has ramifications for student eligibility, as well as the essential purpose of the program itself. Many program coordinators were uncertain whether the contract called for survival-oriented English, vocationally-oriented English or both.

A second concern was raised about the nature and availability of vocational training programs for the Indochinese refugee. While students were optimistic about entering vocational training, program coordinators were concerned about the lack of opportunities for this training.

Finally, a greater degree of program continuity and longer funding cycles are needed. The uncertainty of continued funding has a damaging effect upon both students and staff.

In some cases, these concerns can be dealt with directly by SPI, DSHS and/or the programs. It is recognized that the total funding pattern and cycle is a federal issue. But issues of reimbursement and program definition can be resolved at the state level. It is important to note that the major concerns raised by program administrators are not related to the contract itself, as much as the question of how a program can be carried out effectively and efficiently for the Indochinese refugee.

5. *"How have Indochinese refugees found out about the Program?"*

Indochinese refugees have learned about the SPI-funded programs in a variety of ways. One major source of information has been the DSHS Community Services Office (CSO) worker who processes the refugee's applications for cash assistance and additional services, including ESL and vocational training. Sponsors, friends, relatives and former students also have informed refugees of opportunities for study. Teachers, teacher aides and personnel in the various agencies serving refugees (such as voluntary agency caseworkers and employment counselors) have also provided information.

While there are various sources of information, those responding to the Association, Agency and Sponsor Survey indicate that facts about the programs and concrete information on how to gain entry into the programs were not readily available to many refugees and agencies. This opinion was also prevalent among students and program personnel surveyed. Many program coordinators and teachers said that information is "piece-meal" and often reaches students by "word of mouth."

The lack of information regarding existing programs is paralleled by a lack of information about the refugee population eligible in a given area. Many individual programs, especially those in larger cities, have very little concrete information about the size and composition of the refugee population in their area. There was very little confidence expressed by program coordinators and teachers that all eligible refugees in their area who wanted training were being served. What was clear to most program staff was that the existing system of admitting students to the program was less effective than it should be. This system caused delays and confusion for both students and program staff, and was felt by some to keep students away from their program.

6. *"What has been the general process by which Indochinese refugees enter the Program?"*

Prospective students usually first contact the DSHS-CSO worker or the training institution whose program they wish to attend. If first contact is with the training institution, the individual is referred to the CSO worker. The CSO worker has the duty of assessing the individual's current eligibility for ESL, vocational training and/or employment, as well as helping the individual develop employment goals. From the information gained in this assessment, the CSO worker makes a recommendation that the individual receive ESL or vocational training on a full or part time basis, or that he or she seek employment immediately. The information from this process is recorded on the Personal Employment Plan (PEP). The CSO worker directs a copy of the PEP to the DSHS Indochinese Refugee Program Office in Olympia, which exercises final approval over the CSO worker's recommendation. If the recommended training is approved, the DSHS Olympia office sends a Delivery Order to the program which will provide the training. The Delivery Order contains the name and Social Security number of the individual and the type of service to be provided, namely, basic ESL, vocational English or vocational skills training. When the program receives the Delivery Order the student is eligible to attend classes and the program may claim reimbursement for the instruction provided the student.

7. *"How effective has the entry process been?"*

No issue has caused as much frustration for program coordinators and teachers as the difficulties in admitting students into the program.

The intake process involves decisions at both the local DSHS office (assessment of eligibility) and the DSHS Indochinese Refugee Program Office in Olympia (approval for training). The process also involves decisions by the local program (when and where to begin classes, and where to place the student in the program) and by the SPI Indochinese Project Office in Olympia (approval for beginning new classes). Even if students were to be accepted into a program only at the beginning of the academic quarter or semester, student intake would be a major task. However, in order to help refugees adapt to their new surroundings as quickly as possible, students have been accepted into all programs on an open-entry open exit basis: if space is available in the program providing the training, students have been admitted directly into the program and placed in classes. Given that new refugees have been arriving in the state every week, it is clear that all agencies involved have been continually faced with new requests.

Program coordinators and teachers have indicated two major problems in the intake procedure. These are the lack of accessibility to refugees and program staff of the DSHS-CSO worker, and the length of time it takes for the program to receive the Delivery Order. Some programs--especially smaller ones located in smaller cities and towns—have had excellent relations with the CSO worker responsible for refugee services. In these instances, the CSO worker was reported to be highly accessible and helpful. Often in these cases, the CSO worker went to the classroom to complete the PEP and to handle the other paperwork needed to process transportation and child care requests. However, in what appears to be the majority of cases, relations between program staff and the CSO worker were not as positive as they might be. Program coordinators and teachers were upset over the lack of accessibility (by phone or in person) of many CSO workers. The major concern of program staff was the length of time (weeks or months) it took for CSO workers to conduct the initial assessment of eligibility for some refugees. Second, many program coordinators felt that there was no follow-up of clients by the CSO worker. The fact that there was no information on the Delivery Order regarding address and telephone number of the incoming student gave the program little means of following up students—especially those who had never contacted the program, but for whom the program had a Delivery Order. These problems, plus others, led some program staff to make very strong statements doubting the sincerity of the CSO workers.

The difficult position of the school was pointed out by numerous program coordinators. Students and sponsors were requesting services of the programs--services which the programs had been encouraged by SPI to make available. (SPI provided partial funding for the ABE-ESL Program which was being utilized in most areas to provide ESL training to refugees. When Title XX funds became available, SPI encouraged institutions to hire teachers, set up separate classes and make use of this funding.) Having organized to provide services under the Indochinese Project, many programs found that students were often slowly admitted into their classes. The delays in beginning instruction and in being reimbursed, plus the amount of staff time devoted to getting students admitted to the program created dismay and anger. This, coupled with the demands of keeping attendance and filing reimbursement forms, made some program coordinators wonder if it were truly possible to meet the objectives they had agreed to undertake.

8. *"What do program coordinators and teachers consider to be the major objectives of their programs?"*

Program coordinators and teachers indicate two major objectives. The first is to provide basic English communication skills (speaking, listening, reading and writing) so that the refugee can function in American society. This objective is expressed in a variety of ways, with key phrases being "to develop survival skills," "to promote acculturation to American life," and "to develop an understanding of American culture." Several of the specific concepts cited included developing "cognitive skills," "consumer skills," "independence," and "awareness of and ability to use social and community services."

The second major objective expressed was to provide the English skills needed to develop economic *self-sufficiency*. To the largest number of program coordinators and teachers this meant both teaching English skills needed by a person in the work force and developing skills needed for seeking employment. Some viewed entry level employment as the immediate goal for most of their students. A large percentage, however, considered that the instruction they were offering would provide the foundation for either employment *or* vocational training—or, to a lesser extent, the foundation for academic training. Many staff members expressed the hope that increased numbers of vocational training opportunities would be made available to refugees. In several programs the staff indicated that they had very little knowledge about the immediate employment opportunities and the career options for their students. They stated that this lack of information made it difficult to know how to provide the most relevant ESL training possible.

9. *"Has SPI made clear the objectives it wishes the individual programs to pursue?"*

While ESL program coordinators were clear that their objective is to provide ESL instruction, some state that they did not understand the precise goals DSHS and SPI wished the programs to pursue in preparing students for economic self-sufficiency. The degree to which vocational training was genuinely desired as an option for students was questioned by numerous program coordinators, teachers and students. In addition to not knowing what vocational training options (if any) SPI and DSHS had in mind for refugees, numerous program personnel did not know who had responsibility for employment counseling and job finding for the refugee. Furthermore, they did not know, partially because they did not see the information on the student's PEP, what employment/training options the local DSHS-CSO worker was likely to recommend for the refugee once he or she nears the end of ESL training.

A second area of uncertainty concerns the language ability level students are to have reached before they are no longer eligible for ESL instruction. Specifically, the phrase "intermediate level" was considered by most program staff to lack the desired clarity. There had been no level of attainment on a standardized test which had been specified by SPI as being a definitive measure of "intermediate." This meant that each program had individually determined what "intermediate" meant.

Most programs desire further guidance on how to measure progress towards the objective of "intermediate level" ability. However, several program coordinators are fearful that rigid enforcement of a standard imposed by the state might limit the ability of the local program to meet the needs of its students.

The effects of the lack of a uniform definition of "intermediate level" is reflected in responses to the question, "When is a student considered to have finished your program?" The most common response by program coordinators and teachers was the student determines when he or she has completed the necessary amount of ESL training. What this meant in most cases, was that students remained until they left to take a job. The next most common response was that "students have not reached this level." In most instances this response was from programs which had been operating only a few months.

Other responses as to when students were finished included: when they were ready for vocational training; when they had obtained a CETA-ESL training or CETA job training position; when they were ready for other ABE classes, and when they were ready for high school or college level academic work. One program indicated that the student was finished when the 40 lessons of the Modulearn curriculum has been grasped.

In only one program was there in indication that students attempted to stay in ESL classes beyond the level which the program had designated as equivalent to "intermediate." However, personnel in numerous programs hoped that students would have an opportunity to continue into the regular college program. In only one program had relations been strained because the CSO worker or the employment counselor tried to take students out of the program before teachers felt they were ready. On the contrary, numerous program personnel felt that students finally chose to leave the program before they had learned enough English to secure them anything but an entry-level job.

Numerous programs now have students who possess or will soon possess a working knowledge of English. In the following months, programs must be given direction as to whether or not they should offer vocational English or whether many of their current students should be referred for employment.

10. *"Approximately how many hours do program coordinators estimate it takes the average Indochinese refugee student to progress from the beginning ESL level to the intermediate ESL level?"*

Some program personnel claim that there is no "average" Indochinese refugee student, due to varying degrees of ability, motivation, literacy, emotional stability, and other factors. Furthermore, the definition of "intermediate" was not clear to some who attempted to respond to this question. Nonetheless, in our survey, the responses to this question ranged from 200 hours to 1000 hours. The highest estimate was from students who would "be prepared for a vocational education program and be able to function comfortably."

If individual programs are to be left free to interpret the phrase, "intermediate level," they can only do so if they are clear as to whether or not their only thrust is to prepare individuals for entry-level employment or for vocational skills training. If preparing students (or a portion of the students) for vocational training is one of the goals of the project, then this goal should be clearly stated, and mechanisms for employment counseling and for locating and/or creating vocational training options need to be developed. It is strongly recommended that the objectives of the training be more clearly stated, with reference to the desired outcomes of teaching survival skills, entry-level employment skills and pre-vocational training skills. These objectives can best be formalized within the context of an overall state employment and training plan which articulates clearly the roles of all the parties involved in the assessment, training and job placement process. It is recommended that various levels of English achievement be specified for the various possible paths to economic self-sufficiency.

B. Program Services

1. *"What kind of planning goes into developing the training program?"*

Prior to the initiation of the 1979 SPI-funded Indochinese Program (which utilizes Title XX funds), most Indochinese refugees who were studying ESL in the community colleges were enrolled in ABE-ESL classes. Thus, the current SPI-funded classes, are for the most part, an outgrowth of the ABE-ESL classes. In some institutions the SPI funded classes are not thought of as constituting a separate program, and the SPI funded classes share teachers and materials with the ABE-ESL classes. In other programs, there is a distinct separation of the ABE-ESL and the SPI funded classes. Teachers in the SPI program operate separately of the ABE instructors and materials are ordered and used independently. In many cases the SPI funded classes receive lowest priority in space allocations of any ESL program in the institution. In several instances, this has meant that classrooms for the SPI funded classes have had to be located off campus. As the refugee population in the state grows—which it seems certain to do—additional programs will face difficulties in securing adequate space.

Both the amount of planning and the approach used in planning for the SPI funded classes varies from program to program. In virtually all of the programs, the coordinator for the SPI funded program has a large number of other responsibilities. Involvement in the SPI program technically accounts for only a small portion of his or her administrative time. In fact, the program has generally been a particularly demanding one, requiring a large amount of administrative time. In some instances, the program coordinator has turned over major planning functions to a head teacher, or to the teaching staff as a whole. In most programs the teaching staff plans the curriculum.

From observations and discussions during the site visits, it became clear that highly structured programs were the exception rather than the rule. Most program coordinators and teachers considered that they offer a sequential program organized into ability levels. However, rather than having a predetermined curriculum with behavioral or performance objectives for each class, the curriculum of most programs was reported to be developed around the needs of the students who made up the specific classes. In virtually all programs there was an on-going informal assessment of students needs, and short range planning of objectives and classroom activites. Often the curriculum offered was a modified version of the sequence laid out in a basic text.

Program coordinators and teachers were sensitive to the fact that their Indochinese students constitute a unique population with a wide spectrum of special needs. This sensitivity was reflected in the planning of activities which go far beyond the stipulations of the contract. The planning effort involved not only developing special approaches for presenting classroom materials, but also involved arranging field trips and providing a wide range of assistance needed by the students.

2. *"How have students been pre-tested and organized into classes?"*

The most common method used to group students into classes was by oral interview procedures developed and conducted by the teacher. In some cases standardized oral and written tests were used, including the Cooperative Inter-American Test; Illyin Oral Interview; CELT, Comprehensive English Language Test for Speakers of English as a Second Language; Michigan Test of English Language Proficiency; and various other instruments, including tests developed for use with specific instructional materials.

In four programs all students who could study at the same time were grouped together. In each of these cases, classes were comprised of students of various skill levels. In no program were classes formed on the basis of national identity, i.e. Vietnamese, Cambodian or Laotion. In several programs there is a philosophical preference for "mainstreaming" Indochinese students into classes with non-Indochinese, especially for students with some English ability. Mainstreaming would be done to a greater degree in a number of programs if 100 percent reimbursement were provided for mixed classes. One program vigorously pursues mainstreaming and uses this approach with all Indochinese students, even though it is not economically advantageous to their institution.

3. *"How extensive is the program?"*

As of July 1, 1979 the SPI Indochinese Project included nineteen ESL Programs throughout the state. The majority of these programs (14 of 19) were in the Puget Sound area, three were in eastern Washington (Wenatchee, Pasco and Spokane) and two were in the southern part of the state (Longview and Vancouver). In these programs, 878 students were receiving ESL training from 84 part-time or full-time teachers and 11 bilingual aides. The majority of the classes were conducted in the daytime (61 classes). Twenty-one evening classes were being held as of this date. Class size ranged from five to twenty students, as stipulated in the contract. Five programs also offered tutoring in a total of six locations. These tutoring sessions were arranged under a special provision in the contract which provides for tutoring in situations where there are too few students to form a class of five.

The majority of the programs offered 16 hours of daytime instruction (4 hours, 4 days per week) or 12 hours (3 hours, 4 days a week) of evening instruction. (These are the minimum number of hours per week allowable for daytime and nighttime instruction under the terms of the contract.) The largest number of hours offered in any program was twenty-five hours per week (5 hours, 5 days per week). The majority or the programs were started in March, April or May and continued through late September. The earliest any program began offering classes was January 16; this program (Ft. Steilacoom Community College, Puyallup Center) continued through September 30, thus offering 36 weeks of instruction. Since July 1, many of the programs have grown rapidly, and in several cases smaller programs had doubled in size from July to September.

During the contract period, four students were enrolled in vocational training funded through the SPI Program. Four institutions were involved, each providing training to one student as follows: Griffin Business College, Seattle (business); L. H. Bates Vocation-Technical Institute (industrial electronics); Knapp Business College (secretarial training); Seattle Opportunities Industrialization Center (SOIC)(welding). At the time of the site visits, the students at Griffin Business College, SOIC and Knapp Business College had completed their study.

4. *"What materials were used in providing instruction?"*

A great variety of materials and techniques were used in the various programs. Table 3 contains information about the types of instructional materials utilized. In some programs, a single text was a primary instructional tool, while in others a variety of texts were considered essential. Teacher developed materials found either primary or secondary usage in all of the programs. In addition, many other instructional materials were used, ranging from tapes, magazines, newspapers, and dictationaries to films, songs, maps and manipulative objects. Language masters were used in the majority of the programs.

One of the Program Survey Questions was the following: "If specific texts are used, please list the names of the texts for the various class levels." Responses revealed that in nine programs, English as a Second Language, A New Approach for the 21st Century, (Modulearn, Inc.) was used as either a primary or secondary text

TABLE 3

Types of Instructional Materials Used in ESL Classes in the Program *

Type of Material	Primary Use	Supplemental Use	Not Used
A single text	5	4	7
A variety of texts	12	8	-
Teacher-developed materials to supplement texts	10	10	
Tapes (recordings)	2	14	4
Periodicals	-	14	4
Magazines	-	14	3
Newspapers	1	16	-
Dictionaries	2	15	1
Films	-	11	7
Songs	-	10	9
Maps	1	15	3
Charts	3	12	2
Language Masters	1	13	3
Overhead projectors	1	6	9
Manipulative objects	3	9	2
Other (items noted include worksheets, dittos, slides, felt-board, menus, play money, telephone, magnet board, picture cards, videotape, games, field trips)	1	8	-

* Note that "n" varies, as not all programs responded regarding each type of instructional material.

at one or more instructional levels. Four other texts were cited more than once, these being *New Horizons in English*; *Encounters: A Basic Reader*; *English for a Changing World*; and the *[illegible]bach* series. (Each of these were cited by two programs.) A total of over 50 texts were listed by the various programs. No attempt is made here to list all of the texts used and the sequence in which they were employed.

Two examples of the primary texts and the sequence they are used are included here. These examples are from two of the largest programs:

Program A: (Spokane Community College District #17)

- Level 1 - *English Self-Taught*; *English for A Changing World*
- Level 2 - *English Self Taught*; *English for A Changing World*
- Level 3 - *English for A Changing World*; *Modern American English*
- Level 4 - *Modern American English*

Program B: (Institute for Intercultural Learning)

- Entry Level - *Prevocational English* (Text and Workbook); *English as A Second Language*, (Modulearn) (Lessons 1-20 and 21-40)
- Level 1 - *Active English* (Text I, II)
- Level 2 - *Active English* (Text III); *Reading for Concepts*; *Interaction Activities*; *Essential Idioms in English*
- Level 3 - *Modulearn Vol. 6 Reading for Adults*; *Reading, Thinking and Writing*; *English Structure in Focus*
- Level 4 - *Writing as a Thinking Process*; *Nucleus*; *Oil*; *Man vs Space*; *Reading the Textbook*; *Advanced English Vocabulary 2A, 2B*

5. *"What instructional methods were used in the programs?"*

The instructional methods used in most programs can be characterized as predominantly audio-lingual or aural-oral with increased development of reading and writing skills as students progress toward intermediate level. An exception in some programs is an early emphasis on basic reading and writing skills for pre-literate students.

In most programs, instruction centered on situational reinforcement, as opposed to lengthy explanation or lecturing. Pattern drill was used in some programs, but in most, instructors served as models when concepts and patterns are being introduced, but increasingly led students into a central role in dialogue or discussion. The attempt to limit the teacher's conversational role was found in its most extreme application in the several programs in which the Silent Ways method (employing Q rods and other visual aids) was used. In the various programs a great amount of blackboard work was used. Visual aids, including pictures and manipulative objectives were used in all programs.

In most programs, instructors stated that textbook material was adapted to fit with the experience of students. This has meant that a wide number of teacher-developed materials have resulted, especially for teaching "survival" or basic living skills and vocational topics. These teacher-developed materials need to be more widely shared among the various people.

Many of the techniques just mentioned run counter to the instructional methods traditionally utilized in Indochinese schools. This has meant some adjustment for those Indochinese students accustomed to learning by other methods; namely, learning by rote, by direct translation from the native language into the second language, and by teacher-centered instruction. Nonetheless, our observations indicate that most students have been able to adapt to these "new" methods. Most teachers attempt to utilize direct translation only as a last resort after explanations in English and dictionaries have been used. Nevertheless, some teachers complain of a constant stream of translation going on in the classroom, while other teachers, especially the ones in charge of beginning classes, feel that translation by students helps get basic understanding across without compromising the effort to get students to think in English. Some programs have limited the use of Indochinese language to specified periods in which bilingual aides offer assistance.

The only complaint regarding instruction expressed by the Indochinese students was in those programs in which students did not have books for their own use. All programs but one were committed to changing this situation, even though it would increase costs.

Instruction in the programs has been individualized in numerous ways. A common method has been to divide the class into two sections, with the teacher working with one section while an aide or volunteer tutor works with the other section or the students in this section work on their own. A good deal of individual assistance has also been provided students after class hours by teachers and aides who volunteer their time. Many teachers have developed individualized homework assignments and provide supplementary readers and workbooks for students to use outside of class. Language masters have been used extensively to build vocabulary. Tapes have been used in class or prepared for home study. One program has prepared bilingual cards for students studying for the state driving test. Finally, many teachers have met students in their homes and in a variety of other social situations, thus extending instruction beyond the classroom.

Individualized instruction is particularly needed for students who are not literate in their native language. In a sample of 49 teachers in the various programs, 39 (80%) have had pre-literate students in their classes, or have taught classes set up especially for pre-literate students. Generally classes of pre-literate students were "slow moving" but "very rewarding" for the teacher. As one instructor said, "These people are so eager to learn that they do learn. It just takes a little longer." Some teachers have found that working with pre-literate students initially calls for an orientation to classroom procedure and behavior, and ideally includes an orientation on how to respond in emergency situations (at school, home and on the job). In working with these students, aides who speak the language of these students have been particularly useful, as have advanced students who speak one of the languages understood by the beginning students.

The response of teachers varied as to the point at which fundamental writing and reading skills were introduced in their classrooms. Some teachers used only audio-lingual methods at first and introduced basic writing and reading skills only after the students could reproduce most American English phonemes. Other teachers began by teaching the alphabet. As one teacher said, "Instruction starts with holding the student's hand in mine to guide the movements used in forming the letters of the alphabet."

Numerous teachers interviewed indicated that an especially large number of visuals (pictures, stick figures, plastic letters, flash cards) were used in working with pre-literate students. The importance of pantomime was underscored. Several teachers felt that the Silent Way method has been particularly useful in working with these students. Two programs, Spokane Community College District #17 and the Institute for Intercultural Learning have had quite a large number of pre-literate students, especially ones from Laos. Teachers in these programs might be asked to organize a workshop on this topic for all programs in the state.

While teachers expressed a desire for additional institutional materials and methods, the vast majority demonstrated a high degree of confidence and competence in their work. The quality of instruction was found to be high in most programs.

6. *"In addition to instruction, what services are available to students?"*

In addition to instruction two basic forms of service are commonly available to the Indochinese refugee student through the training program. The first consists of those student services normally available at the training institution, such as financial aid; access to the learning resource center and library; counseling; and, in a few instances, day care facilities. The review team was told that Indochinese refugees could utilize all the services normally available to other students. However, it was also mentioned that while students had access to these services, they tended not to be fully utilized because of communication barriers.

The second form of supplementary services were provided students by program staff. These services centered on solving problems the students encountered in every day life. The DSHS Community Services Office and staff provided transportation for visits to other service facilities; efforts to meet cultural and social interests, such as an orientation to museums, libraries, etc.; consumer courses, such as how to shop at local retail stores; and, assistance with a wide range of other legal, financial, family, housing and employment related problems. In all cases, these services were noted to be beyond the stipulation of the SPI contract and while not compensated by SPI, still were greatly needed by the students. A number of program coordinators strongly recommended that staff be reimbursed for the student support services they provide.

If one thinks about the day-to-day associations of an Indochinese refugee student, the most frequent contact which he or she makes beyond the home and ethnic community is with their teacher. As a result, very close bonds often develop.

In summary, a good deal of supplementary service is available to the refugee not because it is contractually required, nor because it is a reimburseable expense, but because it involves a sincere recognition of human needs by the program staff.

7. *"What methods are used to evaluate student's progress?"*

In some programs, assessment has been based on instructors' subjective perceptions of "classroom performance," while in other programs students have been reassessed with the instrument(s) used during initial diagnosis. Weekly quizes, homework assignments and mastery of material presented in class were also used. Only a very few programs (usually the larger ones) indicated that students must attain a certain test score before they are allowed to proceed to a higher level. At present, there is no one test used in enough programs to suggest that it be utilized to develop cross-program standards.

Beyond the question of assessment itself, a major finding in this area is concerned with the relationship between curriculum and evaluation. It was found that in cases where the scope and sequence of the curriculum structure was more formalized, the greater the use of formal assessment tools. Informal approaches to student assessment, such as teacher observation and review of homework assignments, was most commonly used in programs where the curriculum structure was less well defined.

8. *"What assistance has SPI provided to the Programs?"*

Program coordinators mentioned four basic forms of assistance which they had received from SPI. Newsletters and other general information concerning the program was the most common response, followed by workshops, resource materials and direct contact (telephone conversations and on-site visits). Table 4 shows the average ratings assigned by the program coordinators to each of the four major methods of technical assistance.

TABLE 4

Average ratings of the Utility of Technical Assistance Services Provided by SPI

Rating Scale

Type of Service	Very helpful (5)	Neither helpful nor detrimental (3)	Detrimental (1)
1. Newsletters and General	▲ 4.2		
2. Workshops	▲ 4.4		
3. Resource materials	▲ 4.4		
4. Direct contact	▲ 5.0		

The most highly desirable form of assistance was the method mentioned in the least number of instances--direct technical assistance by phone or on-site visits. However, all methods were well received by the program staff.

While the program personnel were generally satisfied with the assistance which they did receive, the overwhelming response of the group was the need for additional assistance. Thus, a high degree of satisfaction was voiced concerning the assistance provided, but a good deal more assistance is desired.

The most commonly mentioned need related to content related materials, including bilingual, pre-vocational, vocational and consumer education curriculum, testing materials and other instructional resources, such as books, films, etc. The second most often mentioned need related to additional inservice opportunities, including orientation and training workshops for all programs, as well as on-site consultation and training tailored to local needs. Program staff indicated a need to share ideas and resolve problems across institutions through group services and visitations. On-site technical assistance from SPI, DSHS and content specialists was stressed by the program coordinators. Finally, the need for current resource lists, directories, funding sources, and population projections was noted.

These needs for assistance can be viewed as a desire for two basic forms of information (1) technical information concerning the program, its purpose, procedures, resources, opportunities, and projected needs; and (2) curricular information concerning successful instructional materials, techniques, and assessment approaches.

The responses of the program staff made it quite clear that these needs should be resolved through on-site technical assistance coupled with the establishment of a communication network among the various programs.

9. *"What relationships do the programs have with other agencies and individuals providing services to the Indochinese refugees?"*

A large number of agencies are involved in assisting Indochinese refugees. The lack of communication and the poor quality of contact with these agencies were major weaknesses of many programs.

In the Program Survey information was solicited regarding the degree to which programs had contact with the DSHS Community Service Office, the Voluntary Agencies, refugee sponsors (church congregations, individual sponsors), Indochinese Community Associations, Employment Service providers and SPI. Data are contained in Table 5. The majority of the programs had frequent contact with SPI. Most indicated either "frequent" or "occasional" contact with refugee sponsors and with DSHS Community Services Offices. Contact with employment counselors and Voluntary Agencies was generally said to be either "seldom" or "nonexistant." Contact with the various agencies was generally considered by program coordinators to be either "usually satisfying" or "always satisfying." The one exception concerned contact with the CSO which, in 33% of the responses, was summarized as "seldom satisfying."

Table 5 Contact Between the Programs and Selected Individuals/Agencies Who Also Serve Indochinese Refugees

INDIVIDUAL/AGENCY	FREQUENCY OF CONTACT					WHO USUALLY INITIATES CONTACT				SATISFACTION WITH CONTACT				
		Percent Response					Percent Response				Percent Response			
	Number	None	Seldom	Occasional	Frequent	Number	Program Initiates	Agency Initiates	Mutual Contact	Number	Always Satisfied	Usually Satisfied	Seldom Satisfied	Totally Frustrated
Local DSHS-Community Service Office	21	5	10	52	33	17	47	6	47	20	10	50	35	5
Voluntary Agencies	18	72	11	17	---	6	33	50	17	5	20	80	---	---
Refugee Sponsors (church congregations, individual sponsors)	21	19	10	38	33	14	---	57	43	16	31	63	6	---
Indochinese Community Associations	20	50	20	25	5	10	30	40	30	10	20	70	10	---
Employment Counselors	21	43	29	24	5	9	33	22	44	11	9	73	18	---
SPI	20	10	10	20	60	17	6	29	65	17	24	71	6	---

The Agency, Association and Sponsor Survey yielded data regarding the amount of information which agencies and individuals assisting refugees have about the programs.

The survey was completed by a sample (31 individuals) including 8 church sponsors, (one voluntary agency official), 2 employment counselors, 4 Indochinese Community Association leaders, 10 DSHS-CSO workers and, 6 representatives of other service agencies. When asked to indicate their views of the availability of information about the ESL and vocational programs in the state for Indochinese refugees, 42% chose the response "very limited" or "somewhat limited," 42% chose "sufficient" and 16% said they didn't know. Responses to other questions indicate that many respondents had little knowledge of the types of training offered, the openings available for Indochinese, and the length of the programs.

The lack of information about the programs is coupled with a lack of communication between the programs and other agencies. The programs need to take a stronger lead in initiating contacts with various agencies. The lack of contact with the Indochinese Community Associations denies the program access to individuals and organizations which can advise the program and assist in some of the needs of students now being met by program personnel.

The lack of contact between most programs and employment personnel is striking; this lack of communication limits the amount of information about the types of employment and vocational training options available, and the specific language skills needed to take advantage of these opportunities. Voluntary agencies and refugee sponsors can perform many of the tasks which training program staff end up doing for students. Voluntary agencies can also provide estimates of the number of students a program can expect within a given period.

Increased efforts to work cooperatively with local DSHS offices is encouraged, as is an effort by DSHS and SPI to clarify the responsibilities of all parties working with the Indochinese refugees.

10. *"During the evaluation what major problems were identified in the individual programs, and what suggestions were made for alleviating these problems?"*

The recommendations offered to the programs were made while keeping in mind the considerable difficulties in planning and administrating programs which face the following problems:

1. There has not been continuous Program funding from year to year;
2. Funding for the Program for the coming year was not assured until late September;
3. The number of incoming refugees has greatly expanded, yet precise figures have been unavailable, thus making planning difficult;

4. Assessing student eligibility lies not with the individual institution or SPI, but with another agency (DSHS); and,
5. There was no SPI administrator who devoted full time attention to the Program until Spring 1979.

The site review summary prepared for each program included description of areas for potential improvement and suggestions on possible actions to strengthen each program. For the programs as a whole, the major problems cited were in the areas of program planning and coordination; liaison with agencies; program services; staff utilization and adequacy of resources.

A recommendation repeated in numerous instances by the evaluation team was that additional time be put into program planning and coordination. This suggestion took several forms. In some cases the need for greater clarity of objectives was noted. In others, the need for more effective ways of testing and placing students in appropriate levels was mentioned. It was suggested to several programs that intake classes be formed, and that larger classes be divided so that students of the same language ability be taught together. Greater coordination between the program coordinator and the teachers, as well as among the teachers themselves, was also seen as necessary. For the two larger programs, (each with almost 200 students) it was advised that a coordinator-counselor be hired whose only responsibility would be the Indochinese Program.

Severe space limitations on many community college campuses has resulted in some ESL classes being held off-campus, and has also created the fear that additional classes will be forced to find alternative facilities. While this would take the classes "into the community," it would create other barriers: denial of access to language laboratories, equipment, and the opportunities to practice English in community colleges and vocational-technical institutes--important centers for promoting refugee acculturation.

For other programs in which the SPI-funded students were felt to be isolated from other ESL students as well as American students, suggestions included: mainstreaming, appropriate inter-class activities, and location of classes on campuses so that Indochinese students can have contact with each other.

Inadequate office space for teachers was found to be a problem in several programs and for three programs, small classrooms were seen to hinder the instructional process.

The necessity of language laboratories, either new facilities or better access to existing ones, was emphasized in eight programs.

In terms of resources, teachers pay varied greatly throughout the Program. The comparatively low salary some schools pay part-time instructors—often individuals who volunteer a great deal of time—is creating morale problems in at least two programs. In several others institutional rulings to the effect that part-time instructors cannot be paid more than nineteen hours per week or more than a certain number of hours per quarter places limits on the program. (While the matters of teacher hours and salary lies largely outside the authority of the SPI Project Office, these are issues about which the Program Office needs to be aware.) In one instance, it was recommended that the head teacher be made a full-time staff member. Such a change would be beneficial in numerous other programs as well.

The area where improvement was most needed was in the liaison with other agencies and individuals assisting the refugees. In over half the programs the desirability of more effective liaison with the DSHS-CSO workers was expressed by administrators and teachers. While the need for improved relations with DSHS workers was often noted, program staff were often unaware of the possible benefits of greater coordination with employment counselors and often had no contact with them.

Liaison should also be strengthened with people responsible for vocational skills training and with national voluntary agencies which bring refugees to the state. Liaison with other agencies assisting refugees, such as Tacoma Community House, Asian Counseling and Referral Service, and the Washington Literacy Association could also be improved. Most programs showed interest in establishing better communication, and in several programs, coordinators were taking a leading role in bringing people together.

Numerous ideas were offered by program staff as to how relations with DSHS-CSO workers could be improved. More site visits to the schools by DSHS workers to learn about programs and facilitate paper work was suggested. When appointments with students at the local office are necessary these should be scheduled outside of school hours, if possible. Clarification of the local CSO worker's expectations of students' progress and of the employment/training plans they foresee for students was recommended, as was clarification of policies for student placement (choice of school), transportation and child care benefits, and other services CSO workers can provide. All of these suggestions are considered useful by the evaluation team.

Several teachers asked that more information about the refugee program at the national and state levels be made available. In response we suggested that there be greater intra-program sharing of the material sent to the program from the SPI program office.

Due to the strain of rapidly rising enrollment, several programs were encouraged to hire additional teachers. No programs appeared to be overstaffed, and the quality and dedication of the teachers was very high.

Bilingual aides were used in a few programs and it was recommended to six programs that bilingual aides be hired.

In four programs, Indochinese instructors were a part of the instructional staff. In these programs it was recommended that students be taught part of the time by a native English speaker. Inservice training was suggested for teachers and aides in several programs.

C. Program Outcomes

1. *"How do students view the effectiveness of the programs?"*

Indochinese refugee students can offer a good deal of insight into the quality of instruction. A sample of students in the programs was interviewed regarding their perceptions of the respective training programs. The first question dealt with the scope of the program: students were asked if there were topics which they needed to learn which were not covered by their program. More than two-thirds of the students interviewed indicated that the scope of the program was sufficient. The remaining third of the students suggested a variety of changes, including the addition of such educational services as bilingual counselors and tutors, and a greater emphasis upon vocational preparation, mathematics, writing, driver education, and culture skills for adapting to American life. Many students commented that the current emphasis upon reading and speaking English was appropriate for their needs, since these were the basic communication tools needed to progress in other educational areas.

Students were also asked to rate various dimensions of the educational environment. Tables 6 through 12 summarize the students' perceptions of the various aspects of the instructional programs.

TABLE 6

Student Rating of Program Teachers			
	Very Helpful	Somewhat Helpful	Not Very Helpful
n	140	4	-
%	97	3	-

Overwhelmingly, students felt that the instructors were very helpful. One group, however, added the comment that more teachers were needed.

TABLE 7

Student Rating of Books and Other Instructional Materials			
	Very Interesting	Somewhat Interesting	Not Interesting
n	123	21	-
%	85	15	-

Again, students were relatively positive concerning the interest level of the materials. A number of groups indicated the need for books for personal (take home) use and one group indicated that the materials were interesting but too difficult.

TABLE 8

Student Rating of Classroom Facilities

	Good	Just OK	Inadequate
n	90	50	4
%	63	35	3

Students were less positive concerning the classroom facilities. A number of comments were made regarding limited classroom space, especially in situations when classrooms were small and crowded.

TABLE 9

Student Rating of Instructional Equipment

	Helps Student to Learn	Does Not Help	Not Used
n	78	3	36
%	67	3	31

A substantial segment of the students indicated that instructional equipment, such as language laboratory and video tape equipment were not utilized. In the cases where it was used, students felt that it had benefited their learning. In the instance where it was felt that the equipment did not help with learning, there was no teacher available to assist the student with the use of the equipment.

TABLE 10

Student Rating of the Educational Influence of Other Students In the Class

	Other Students Make It Easier To Learn	Other Students Make It Harder To Learn
n	135	7
%	95	5

By and large, students saw their peers as facilitators of learning, rather than as limiting the learning process. The review team felt this to be true, particularly where ability grouping was carefully done. Most students assisted each other in progressing through the program.

TABLE 11

Student Rating of the Availability of Instructional Time

	Enough	Not Enough
n	92	36
%	72	28

Most students felt that enough time was available for classes. About one-fourth, however, desired more time to study at school and attend classes. Most of the latter group of students preferred 20 to 25 hours of instruction per week, instead of the 16 hours which most were receiving.

TABLE 12

Student Rating of Instructional Content			
	Important	Of Some Importance	Not Important
n	126	10	-
%	93	7	-

The instructional content is considered relevant by the students. As a whole, students were positive about the quality of program instruction. They rated the instruction as "important" and "interesting" or "very interesting." When asked what they thought was the best thing about the program, comments included:

1. The teachers.
2. The quality of instruction in oral and written English.
3. The relvance of instruction to the needs of the students.

When asked what the limitations of the programs were, the students made several suggestions for improvement:

1. More speaking and writing practice.
2. More books and materials, particularly those which the student can take home.
3. Longer, more intensified programs.

Other comments included a greater emphasis on job finding and adapting to American life, more care in student grouping by proficiency level, and a slower pace for beginning students. While these recommendations are legitimate, it can be concluded that the Indochinese refugee students view the programs in a very positive light.

2. *"During the current contract period, have students achieved the program objectives?"*

The first and most honest response to this question must be that it is probably too early to tell. In some cases, the programs had operated for only a short period of time when the site visit was made. The longest program interval was only 36 weeks.

The second response to this question is that of "what are the program objectives and how would we know when they have been achieved?" Program staff evidenced a vague notion of what the program should attempt to achieve. While these perceptions were consistent with the goals established for the program by SPI/DSHS, they do not clearly identify the measurable changes in students which might be expected to occur.

Two points appear to be missing in the program: (1) a clear definition of reasonable student outcomes, and (2) an objective method for assessing these desired outcomes.

It is accepted that the program is directly focused upon English language proficiency at the intermediate level and that the aim is to see the refugee employed and successfully functioning in society. However, these goals raise some serious questions:

1. Definition: What is the intermediate level of English language proficiency? Is the proficiency in reading, writing, speaking, or listening comprehension? Is the proficiency level related to life coping (survival) skills, general pre-vocational

vocabulary or specialized, vocationally-oriented language? At what stage is an individual successfully employed? When he or she has a job, regardless of skill level or income? When he or she has worked for one week, one month or one year? When has a refugee successfully become acculturated into American society?

Without clear definitions, standards for program objectives can not be consistently established and applied.

2. Measurement: How do we objectively and reliably assess the language proficiency of the refugee? When is a student ready for vocational training and/or employment? How and who ascertains that a student is employed?

Unless common measures are employed, reported outcomes may not be comparable. With these concerns in mind, an attempt will be made to provide a preliminary response to the original question of student goal attainment. Three basic sets of data are available. The first set represents the perceptions of the program staff; the second is drawn from the perceptions of current students; while the third is based upon a limited sample of Indochinese refugees who are currently employed after completing the program.

Table 13 summarizes the transitional status of Indochinese students during the interim period of program operation.

TABLE 13

Transition Rates of Indochinese Refugee Students

Base		Desired Outcomes			Unknown Outcome
	Total Program Enrollment	Progressed from Beginning to Intermediate ESL	Transferred Beginning ESL To Vocational Training	Obtained Jobs	Withdrawal Estimate
n	790*	89	36	41	91
%	—	11	5	5	11

* Total enrollment, as calculated from responses to the questions on the Program Survey regarding student progress and on size of program differ.

Indochinese refugee students were progressing to intermediate language levels, vocational training and employment programs at the time the appraisal was made. Thus, these rates are not an accurate representation of the actual, end-of-program status of participants.

Another approach to the question of student outcomes is to ask the students of their intentions upon completing the program. Table 14 summarizes a sample of student perceptions concerning the degree to which the program has benefited them.

TABLE 14

STUDENT PERCEPTIVES OF PROGRAM OUTCOMES

To what extent has the program helped you to:	N	Little	Some	A lot
Speak	129	1%	18%	81%
Read	133	5%	16%	79%
Write	122	9%	25%	66%
Find a Job	70*	24%	43%	33%
Live in America	122**	3%	34%	63%

* 26 students indicated that no instruction was provided in finding a job

** 6 students indicated that no instruction was provided in American life.

Table 14 suggests that the greatest degree of perceived benefit is realized in the areas of speaking and reading. Writing apparently receives less attention, as well as job search and acculturation skills. Since language is the median for instruction, the intial emphasis upon speaking and reading seems sound.

The aspirations of students was also queried. Of those responding 60 percent intended to get a job, 18 percent intended to enroll in vocational training, 16 percent wanted to attend college and 6 percent hoped to qualify for CETA training. These aspirations are definitely consistent with the goals of the program.

The final set of student outcome data is based upon a follow-up survey of past program participants who were currently employed. The data are limited, considering that only 16 of 111 surveys distributed were returned completed. For the sixteen former students who did respond, Table 15 provides a summary of the degree to which the training was perceived to have benefited the student.

TABLE 15

FOLLOW-UP SURVEY RESULTS OF FORMER STUDENTS

Did the Training Program help you:	Yes	Somewhat	A little
Find possible jobs	78%	20%	7%
Apply for jobs	83%	8%	8%
Obtain a job	75%	17%	8%
Do good work	40%	50%	10%

The greatest degree of impact appears to be in the area of job application skills, while work habits appear to be least affected.

All in all, the response to the question of whether or not students have achieved the program objectives would have to be answered with a qualified "no". The qualification is that students have not yet had the opportunity to achieve the program goal, because of the short program duration at the time of the evaluation. However, the subjective judgement of program staff, students, former students and agency personnel assisting refugees is that the Program is having a positive impact on the refugees' ability to successfully adapt to American life.

CONCLUSIONS

This evaluation has consisted of a balance of self-evaluation by the training institutions and third party evaluation by the Northwest Regional Educational Laboratory (NWREL). The data have been gathered by observations and interview in visits to the training institutions and through questionnaires sent to program staff, agency personnel assisting refugees, and former students of the training programs.

The data reveal both strengths and weaknesses as assessed by the NWREL; these have been conveyed to the individual programs and to SPI. Possible means for improving the individual programs and issues regarding follow-up by SPI have been reported to the individual programs and to SPI through a site review summary and other methods of communication. The specific strengths of the individual training programs vary a great deal. However, most of the programs can be said to share some common positive features.

The most outstanding of these features is the dedication of the program staff to the work they are doing with Indochinese refugee students. The teaching staff and administrators in the majority of the programs are highly motivated to meet the special needs of Indochinese refugees. The sensitivity to these needs is evident throughout the training programs. Teachers in the program are utilizing a wide variety of materials and techniques--attempting where possible to gear instruction towards teaching basic life skills (survival skills") and towards English which will be useful in employment or vocational training. In addition to providing instruction, the staffs of virtually all of the programs are providing a range of services which are beyond the stipulations of the SPI contract. In particular, the programs are providing a great deal of the orientation to American society needed by the refugees. Program staff are also putting considerable time into helping students gain access to social services. It is the distinct impression of the evaluation team that program staff are devoting a large amount of time for which they were not being reimbursed.

Some programs are receiving special assistance and consideration within their institution. Those administrators who have made the Program a priority are to be highly commended. Every effort should be made to make the Program a higher priority in those institutions in which it currently is given minimal space and consideration.

The data collected strongly suggest that the Program is having a positive effect on the students' efforts to learn English in order to adapt to American life, and to gain economic self-sufficiency. A more precise assessment of the impact of the Program will require more systematic data on the students' ability and condition prior to their entering the Program. Increased efforts to gain quantitative measures of student progress are to be encouraged. However, even without these data, the findings of the study suggest that the Program is to be credited with many of the positive gains of the students.

There is room for improvement in the Program. However the evaluation team agrees with program staff and agency personnel that an ESL and vocational training program such as the SPI Indochinese Program, which addresses the special needs of refugees, is required. The efforts of the staffs of the individual training programs, and the leadership and energy of Dr. Thomas Gilligan, SPI Indochinese Project Administrator, are to be highly commended. Recommendations for strengthening the program are to be found in the front of this report on page 1.

APPENDIX A

Sample Cover Letter

Northwest
Regional
Educational
Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

Seattle Address: 5624 Roosevelt Way, N.E.
Seattle, WA 98105

August 6, 1979

The Northwest Regional Educational Laboratory has been selected to evaluate the contract for English as a Second Language and vocational training services for Indochinese refugees between the Washington State Department of Social and Health Services (DSHS) and the Office of the Superintendent of Public Instruction (SPI). The evaluation covers the DSHS-SPI contract for the period of September 1978 through September 1979.

During the contract period, the Office of the Superintendent of Public Instruction has sub-contracted with twenty-three institutions in the state to provide English language and vocational training services to Indochinese refugees. As a part of the evaluation, a visit to each of these institutions is being conducted. In addition, a sample of Indochinese who have received English language or vocational skills training in these programs is being asked to respond to a brief survey, as is a sample of employers. Another important part of the evaluation involves collecting information from agencies, associations and individuals who assist refugees, including voluntary agencies, employment service providers, Indochinese community associations, DSHS community service offices and refugee sponsors.

It would be sincerely appreciated if you would take a few minutes to complete the enclosed survey. Your individual responses will be treated as confidential. The information you provide will be combined with that from other agencies, associations and individuals and included in the evaluative report.

Please return the survey at your earliest convenience, but not later than September 3. A self-addressed, postage paid envelope has been enclosed for your use. Thank you for your cooperation. Should you have any questions or concerns, please do not hesitate to call me at my Seattle telephone number (206) 527-2628.

Very truly yours,

Roger E. Harmon, Ph.D.
Special Projects Associate

REH:jd
Enclosures

APPENDIX B

Program Survey

Indochinese Refugee SPI-ESL/Vocational Training Program

Program Survey

To be completed prior to site visit.

Institution ______________________________

Signature of Person Completing Survey ______________________________

1. What are the major objectives of your institution's program for the refugees?

2. How does instruction for Indochinese refugees under your contract with the Office of the Superintendent of Public Instruction (SPI) fit into the overall adult education program of your institution?

3. Besides financial assistance, please list the types of services provided your program by the SPI Indochinese Refugee Program Office, such as workshops, newsletters, instructional materials, etc.

On the 5-point scale, with 5 being very helpful and 1 being detrimental, rate each of the services you just mentioned by circling the appropriate item on the scale.

	(List type of service)	Very Helpful		Neither Helpful or Detrimental		Detrimental
a)	______________________	5	4	3	2	1
b)	______________________	5	4	3	2	1
c)	______________________	5	4	3	2	1
d)	______________________	5	4	3	2	1
e)	______________________	5	4	3	2	1

State of Washington
Superintendent of Public Instruction
Olympia, Washington 98504

(206) 754-2263

Copies of the completed survey will be provided to you and SPI. Overall results will be reported to SPI and all Indochinese refugee SPI-ESL/Vocational training programs.

7/20/79

4. What additional types of services are desired?

5. Which of the following items need to be altered in future contracts or assistance provided your program by SPI? Explain.

   a. The type of instruction desired by SPI.

   b. The length of the program.

   c. The types of technical assistance provided.

   d. The rate of compensation.

   e. The procedure for receiving reimbursement.

   f. The reporting process.

   g. The procedures for initiating a local program.

   h. Other: ____________________

6. Describe the process as you see it by which Indochinese refugees gain access to your program--what are the necessary steps?

7. Please characterize the relations between your program and the following individuals/agencies who also serve Indochinese refugees:

FREQUENCY OF CONTACT: Check one for each agency.

WHO USUALLY INITIATES CONTACT:
Y=Your program initiates
A=The agency initiates
M=Mutual contact, we contact each other
Leave blank if no contact

NATURE OF CONTACT: Check all that apply to each agency. The agency usually:

SATISFACTION WITH CONTACT: Check one for each agency.

	FREQUENCY OF CONTACT				WHO USUALLY INITIATES CONTACT	NATURE OF CONTACT						SATISFACTION WITH CONTACT					
	None	Seldom	Occasional	Frequent		Provides Info.	Seeks Info.	Solves Probs.	Refers Individ. to Prog.	Receives Individ. From Prog.	NA	Always Satis.	Usually Satis.	Seldom Satis.	Totally Frustrating	NA	Comments
a. Local DSHS Community Service Office (CSO)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
b. National Voluntary agencies (Volags) ex. USCC, CWS and LIRS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
c. Refugee sponsors (church congregations, individual sponsors, etc.)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
d. Indochinese community associations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
e. Employment service providers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
f. S.P.I.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

General Comments:

8. Do any of these contacts noted in item 7 need to be strengthened? If so, how might this be accomplished to provide a more effective program?

9. Please describe your program for Indochinese refugees in the SPI-funded Indochinese refugee program regarding the following:

(As of July 1, 1979)

________________ a. Average daily enrollment of Indochinese refugees during program operation

________________ b. Number of administrators

__________(FTE) c. Number of administrators , in full-time equivalency, as defined by your institution

________________ d. Number of teachers

__________(FTE) e. Number of teachers, in full-time equivalency, as defined by your institution

________________ f. Number of bilingual aides

________________ g. Number of regular day classes

________________ h. Number of regular night classes

________________ i. Number of tutoring sections

10. Please list the various classes offered in your program participated in by Indochinese refugees, indicating class name, skill level, criteria for including a student in this level, the number of SPI-funded Indochinese in the class, the total number of students in the class, the number of hours of instruction per week, and the hours of the day/week classes are offered.

Class Name	Skill Level	Placement Criteria	No. of Indo-chinese in Class	Total No. Students in Class	No. Hours Instruction Per Week	Hours of Day/Week Classes Offered

If additional space is needed, please continue on back of page.

11. For each of the classes in the program, please estimate the percentage of instructional time spent in the following types of activities:

		Percentage			
CLASS NAME	LEVEL	Listening	Speaking	Reading	Writing

12. If you offer instruction in your program which familarizes students with (a) specific skills for seeking employment and (b) life coping skills (survival skills), please describe the topics covered:

Employment Related Topics	Survival Skills Related Topics

13. Which of the following instructional materials do you use in the classroom? Mark P for primary use, S for supplemental use, and N if this type of material is not used.

		P	S	N
a.	a single text	___	___	___
b.	a variety of texts	___	___	___
c.	teacher-developed material to supplement ... texts	___	___	___
d.	tapes (recordings	___	___	___
e.	periodicals	___	___	___
f.	magazines	___	___	___
g.	newspapers	___	___	___
h.	dictionaries	___	___	___
i.	films	___	___	___
j.	songs	___	___	___
k.	maps	___	___	___
l.	charts	___	___	___
m.	language master	___	___	___
n.	overhead projector	___	___	___
o.	manipulative objectives	___	___	___
p.	other: ________________	___	___	___

14. If specific texts are used, please list the names of the texts for the various class levels.

15. a. In how many locations do you offer SPI-ESL/vocational training classes: __________.

b. What is the address of the primary location: ______________________________

____

c. Please list the names and addresses of other centers where such classes are offered:

____

____

16. a. Do you provide tutoring for Indochinese refugees? _____ Yes _____ No

b. In how many locations? ____________

17. Do you have translation services available for:

a. Vietnamese ______ Yes ______ No

b. Cambodian ______ Yes ______ No

c. Laotians ______ Yes ______ No

d. Chinese ______ Yes ______ No

e. French ______ Yes ______ No

f. Korean ______ Yes ______ No

18. Please evaluate the physical facilities of your institution in terms of their adequacy for meeting your objectives.

	Excellent	Good	Fair	Poor	Not Available
a. Classrooms	☐	☐	☐	☐	☐
b. Language laboratory	☐	☐	☐	☐	☐
c. Individual studying space	☐	☐	☐	☐	☐
d. Office and planning space	☐	☐	☐	☐	☐
e. Display area	☐	☐	☐	☐	☐
f. Student lounge	☐	☐	☐	☐	☐
g. Other: ____________________________					

19. If the program is offered at off-campus facilities:

	Excellent	Good	Fair	Poor
a. Are the off-campus facilities	☐	☐	☐	☐
b. Has attendance at the facility by Indochinese refugee students been	☐	☐	☐	☐

20. How many weeks will you offer the program under the current SPI contract? ____________

21. Approximately how many hours do you estimate it takes the average Indochinese refugee student to progress from the beginning ESL level to the intermediate ESL level? ____________________

22. Within the current contract period up to July 1, 1979, how many SPI-funded Indochinese refugee students have:

a. Been enrolled in the program? _________

b. Progressed from beginning ESL to intermediate ESL? _________

c. Transfered from beginning ESL to vocational training? _________

d. Obtained jobs? _________

23. Approximately what percentage of your students:

______% continue in another ESL program.

______% proceed to a vocational training program.

______% proceed to an academic program.

______% sought employment.

______% Other (explain) ______________________________

______% No information on their activities.

24. a. During the period of the current SPI-contracted services, roughly what percentage of your students have withdrawn? ________%

b. As far as you know, what are their reasons for withdrawing from the program? (List)

25. How might early withdrawals be reduced?

26. What do you consider to be major strengths of your program?

27. What are the major limitations of your program?

28. How might those limitations be reduced?

29. What specific ways would you alter your program if additional resources were available?

APPENDIX C

Administrator Interview

Indochinese Refugee SPI-ESL/Vocational Training Program

Administrator Interview

Institution: ______________________________ Date: ______________

Administrator interviewed: ______________________________ Interviewer: ______________

1. Please explain the process by which your institution became involved in offering SPI-ESL or vocational training to Indochinese refugees.

2. How does instruction for Indochinese refugees under your contract with SPI fit into the overall adult education program of the institution?

3. Has SPI made clear the objectives it feels you should pursue and the obligations you have undertaken? ____Yes ____ No Please explain.

4. How much time and energy has gone into: a) negotiating your contract with SPI?; b) into clarifying the agreements after the contract was in force?

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Copies of completed forms will be forwarded to your program and SPI. Overall results will be reported to SPI and all Indochinese refugee SPI-ESL/Vocational Training Programs.

5. What contractual issues remain unclear or unresolved?

6. What immediate assistance would you like to receive from SPI?

7. How have Indochinese refugees learned about your program?

8. Describe the process by which Indochinese refugees gain access to the SPI-funded program. (What are the necessary steps?)

9. Does this process present difficulties for the students or for your staff? Explain.

10. What information does this process provide you about your students?

11. Do you know if there are eligible Indochinese refugees who do not gain access to ESL/vocational training? If so, what do you feel are the reasons for this lack of access?

12. Please describe the planning process used in setting up your classes.

13. What method is used to group students into classes?

14. Why did you choose this method?

15. What methods are used to evaluate students' progress?

16. When is a student considered to have finished your program?

17. What steps are taken to notify SPI or DSHS when this level is reached?

18. Beyond instruction,

    a) what additional services are available to the students?

    b) Are these within or beyond the stipulations of the contract?

19. Is there any effort in your program to familiarize students with specific skills required in seeking employment? ____ Yes ____ No If yes, please explain the ways in which this is carried out.

20. You have had an opportunity to observe the efforts of Indochinese to adapt to a new life in the U.S. What problems are they experiencing which seem not to be dealt with adequately through existing educational and social service programs?

APPENDIX D

Teacher Interview

SPI Indochinese Refugee ESL/Vocational Training Program

Teacher Interview

Institution: ______________________________ Date: ____________________

Teacher interviewed: ______________________ Interviewer: ______________________

1. Please explain your duties in the program.

2. What would you say are the major objectives of your program for the refugees?

3. Please describe the planning process used in setting up your classes.

4. Does the process by which Indochinese refugees gain access to the program present difficulties for the students or the teachers? Please explain.

State of Washington
Superintendent of Public Instruction
Olympia, WA 98504
(206) 754-2263

Copies of completed forms will be forwarded to your program and SPI. Overall results will be reported to SPI and all Indochinese refugee SPI-ESL/Vocational Training Programs.

5. What method is used to group students into classes?

6. Why was this method chosen?

7. What instructional methods do you use in your classes?

8. What methods, if any, have been used to individualize instruction?

9. Have you had Indochinese students in your classes who are illiterate in their own language? ____ Yes ____ No If yes, please explain any special measures you have employed to assist them.

10. What methods do you use to evaluate students' progress?

11. When is a student considered to have finished your school's program for Indochinese refugees?

12. Beyond instruction, are there additional services that you provide to the students?

13. What do you consider to be the major strengths of your program?

14. What are the major limitations of your program?

15. How might those limitations be reduced?

16. What immediate assistance would you like to receive from SPI?

17. You have had an opportunity to observe the efforts of Indochinese to adapt to a new life in the U.S. What problems are they experiencing which seem not to be dealt with adequately through existing educational and social service programs?

APPENDIX E

Student Interview

Interviewer:______________________________ Date:____________

Indochinese Refugee SPI-ESL/Vocational Training Program

Student Interview Schedule

1. How did you find out about the ESL/Vocational Training Program here at________________?
(Institution)

2. What was your major reason for wanting to attend these classes?

3. Are there things which you would like to study and learn which are not offered by this program? ____No ____Yes

Comments.

4. What has been the best thing about going to school here?

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Copies of completed forms will be forwarded to your program and SPI. Overall results will be reported to SPI and all Indochinese refugee SPI-ESL/Vocational Training Programs.

5. How could these classes be improved?

6. School is made up of many important things. I'd like you to comment on how well these things have helped you.

a) Are the teachers: ____very helpful ____somewhat helpful ____not very helpful

b) Are the books and materials: ____very interesting ____somewhat interesting ____not interesting

c) How about the classrooms, are they: ____good ____just o.k. ____not adequate

d) What about equipment you use (like tape recorders or video tapes). Does it help you to learn?

____Yes ____No ____Not used/don't know

e) How about the other students, do they make it: ____easier for you to learn

____harder for you to learn

f) What about the time available for classes and study at school, is it:

____Enough ____Not enough

g) The things you study about, are they: ____Important ____Of some importance

____Not important

h) Have the classes been: ____Very interesting ____Interesting ____Boring

____Very boring

7. What do you plan to do when you have finished the program?

8. If you get a job, do you plan to continue to study English in classes?

____Yes ____No

9. How do you think this program has helped you:

	A little	Some	A lot
a) To learn to speak English	☐	☐	☐
b) Learn to read English	☐	☐	☐
c) Learn to write English	☐	☐	☐
d) Learn how to find work:	☐	☐	☐
e) Learn how to live in America:	☐	☐	☐

Comments:

Thank you very much for your time and cooperation. The things you have told us will help us to improve the classes. We wish you much success.

CAMBODIAN TRANSLATION

Interviewer : ______________________________ Date : ______________

អ្នកសម្ភាសន៍ ថ្ងៃទី

Indochinese Refugee SPI-ESL/Vocational Training Program
Student Interview Schedule

តារាងកំរិតសិក្សា ភាសាអង់គ្លេសជាភាសាទី២

និងកម្មវិធីអ្នកជំនាញនៃជនភៀសខ្លួនឥណ្ឌូចិន

(ការណាត់សម្ភាសន៍សិស្ស)

1. How did you find out about the ESL/Vocational Training Program here at __________ (Institution)

តើអ្នកបានទទួលដំណឹងពីកម្មវិធីសិក្សាភាសាអង់គ្លេសនៅទីនេះតាមប្រភពណា ?

2. What was your major reason for wanting to attend these classes ?

តើគោលបំណងធំរបស់អ្នកដូចម្តេចដែលអ្នកមានបំណងចង់សិក្សានៅ ថ្នាក់រៀនទាំងនេះ ?

3. Are there things which you would like to study and learn which are not offered by this program ? តើអ្នកមានប្រការណាផ្សេងទៀតទេដែលអ្នកមានបំណងចង់សិក្សា ហើយមិនបានផ្តល់ក្នុងកម្មវិធីនេះទេ ?

____ No ____ Yes

គ្មាន មាន

Comments.

សេចក្តីបរិយាយផ្សេងៗ

4. What has been the best thing about going to school here ?

តើសារៈសំខាន់របស់ប្រការណាមួយដែលនាំឲ្យអ្នកមកសិក្សានៅសាលានេះ ?

State of Washington
Superintendent of Public Instruction
Olympia, Wa 98504
(206) 754-2263

Copies of completed forms will be forwarded to your program and SPI. Overall results will be reported to SPI and all Indochinese Refugee SPI-ESL/Vocational Training Programs.

5. How could these classes be improved ?

[illegible] ?
[illegible] ?

6. School is made up of many important things. I'd like you to comment on how well these things have helped you.

[illegible]
[illegible] :

a) Are the teachers: _____ very helpful _____ somewhat helpful _____ not very helpful
[illegible] [illegible] [illegible] [illegible]

b) Are the books and materials: _____ very interesting _____ somewhat interesting
[illegible] [illegible] [illegible]

_____ not interesting
[illegible]

c) How about the classrooms, are they: _____ good _____ just o.k. _____ not adequate
[illegible] ÷ ល្អ ធម្មតា [illegible]

d) What about equipment you use (like tape recorders or video tapes). Does it help you to learn ?
[illegible]
[illegible] ?

_____ Yes _____ No _____ Not used/don't know
ជួយ មិនជួយ [illegible] / [illegible]

e) How about the other students, do they make it: _____ easier for you to learn
[illegible] ÷ [illegible]

_____ harder for you to learn
[illegible]

f) What about the time available for classes and study at school, is it:
[illegible] ÷

_____ Enough _____ Not enough
គ្រប់គ្រាន់ មិនគ្រប់គ្រាន់

g) The things you study about, are they: _____ Important _____ of some importance
[illegible] [illegible] [illegible]
[illegible] ?

_____ Not important
[illegible]

h) Have the classes been: _____ Very interesting _____ Interesting _____ Boring
[illegible] [illegible] [illegible] [illegible]

_____ Very boring
[illegible]

7. What do you plan to do when you have finished the program ?

[illegible] ?

8. If you get a job, do you plan to continue to study English in classes ?
ប្រសិនបើអ្នកមានការងារធ្វើ តើអ្នកមានបំណងបន្តការសិក្សាភាសាអង់គ្លេសនៅក្នុងថ្នាក់រៀនទេ ?

_____ Yes _____ No
បន្ត មិនបន្ត

9. How do you think this program has helped you:
[illegible]

	A little បន្តិចបន្តួច	Some ខ្លះ	A lot ច្រើន
a) To learn to speak English បង្រៀនឲ្យស្ទាត់ចេះនិយាយភាសាអង់គ្លេស	☐	☐	☐
b) Learn to read English បង្រៀនឲ្យចេះអានភាសាអង់គ្លេស	☐	☐	☐
c) Learn to write English បង្រៀនឲ្យចេះសរសេរភាសាអង់គ្លេស	☐	☐	☐
d) Learn how to find work: បង្រៀនឲ្យចេះរកការងារធ្វើ	☐	☐	☐
e) Learn how to live in America: បង្រៀនឲ្យចេះរស់នៅក្នុងប្រទេសអាមេរិក	☐	☐	☐

Comments:
[illegible]

Thank you very much for your time and cooperation. The things you have told us will help us to improve the classes. We wish you much success.

[illegible]

VIETNAMESE TRANSLATION

Interviewer : ______________________________ Date : ____________
(Vấn-viên) (Ngày)

Indochinese Refugee SPI-ESL/Vocational Training Program
Student Interview Schedule

(Chương-trình Giám-thị Hành-chánh Công-Cộng/Anh-ngữ là Ngôn-ngữ Thứ nhì/Huấn-Nghệ dành cho Người Tý-nạn Đông-dương)

(Vấn-đề-lục phỏng-vấn các học-viên thuộc Chương-trình)

1. How did you find out about the ESL/Vocational Training Program here at ______________ (Institution)
(Bạn làm thế nào để tìm biết được về Chương-trình " Anh-ngữ là Ngôn-ngữ Thứ Nhì "/ "Huấn-nghệ " tại đây, tại trường ______________

2. What was your major reason for wanting to attend these classes ?
(Xin bạn cho biết lý-do chính thúc-đẩy bạn theo học các lớp học này ?)

3. Are there things which you would like to study and learn which are not offered by this program ?
(Có những điều nào bạn mong muốn học hỏi và tìm hiểu mà chương-trình này không cung-ứng?)
_____ No _____ Yes
(Không) (Có)

Comments.
(Phê-bình, nhận xét)

4. What has been the best thing about going to school here ?
(Xin bạn cho biết điều tốt nhất về việc theo học ở đây ?)

Tiểu-bang Hoa-thịnh-đốn
Cơ-quan Giám-thị Giảng-huấn Công-cộng
Olympia, Washington 98504
(206) -754-2263

Các bản sao trọn bộ Vấn-đề-lục sẽ được gửi đến Chương-trình của bạn và Cơ-quan Giám-thị Hành-chánh Công-cộng. Các bản đúc-kết sẽ được báo-cáo về Cơ-quan này và các Chương-trình kể trên.

5. How could these classes be improved ?
(Theo ý bạn, các lớp học này có thể cải-tiến như thế nào ?)

6. School is made up of many important things. I'd like you to comment on how well these things have helped you .
(Trường học được tạo-dựng nhờ nhiều yếu-tố quan-trọng. Chúng tôi mong bạn cho biết ý-kiến, nhận xét về những yếu-tố đó đã giúp ích cho bạn như thế nào.

a) Are the teachers : ____ very helpful ____ somewhat helpful ____ not very helpful
(Các giáo-sư : rất hữu-ích hữu-ích phần nào không hữu-ích lắm)

b) Are the books and materials : ____ very interesting ____ somewhat interesting
(Các sách vở và dụng-cụ : rất hay hay phần nào thôi

____ not interesting
không hay gì cả)

c) c) How about the classrooms, are they : ____ good ____ just o.k. ____ not adequate
(Về các lớp học, các lớp học đó tốt được không thoả-đáng)

d) What about equipment you use (like tape recorders or video tapes). Does it help you to learn ?
(Về các vật-dụng máy móc bạn dùng (như máy thu băng hay thu hình video), máy đó có giúp bạn học hỏi không ?)

____ Yes ____ No ____ Not used/don't know
(Có) (Không) (Không được dùng/không biết)

e) How about the other students, do they make it : ____ easier for you to learn
(Về các học-viên khác , họ làm cho việc học của bạn được dễ-dàng, ____

____ harder for you to learn ?
họ làm cho việc học của bạn khó-khăn hơn ? ____

f) What about the time available for classes and study at school, is it :
(Về thời-giờ thích-nghi cho các lớp học và việc học ở trường, thời-giờ đó :

____ Enough ____ Not enough
đủ không đủ)

g) The things you study about, are they : ____ Important ____ Of some importance
(Về các điều bạn học-hỏi, bạn cho là các điều đó quan-trọng, quan-trọng phần nào,

____ Not important
không quan-trọng)

h) Have the classes been : ____ Very interesting ____ Interesting ____ Boring
(Về các lớp học, bạn cho là các lớp đó rất thích-thú, thích-thú, chán,

____ Very boring
rất chán)

7. What do you plan to do when you have finished the program ?
(Xin cho biết bạn dự-tính làm gì khi đã hoàn-tất chương-trình ?)

8. If you get a job, do you plan to continue to study English in classes ?
(Nếu bạn tìm được việc làm rồi, bạn có dự-tính tiếp-tục học Anh-ngữ tại các lớp học không ?)

_____ Yes (Có) _____ No (Không)

9. How do you think this program has helped you :
(Bạn nghĩ thế nào về chương-trình này đã giúp bạn :

	A little Ít	Some Một vài	A lot Nhiều
a) To learn to speak English học nói Anh-ngữ	☐	☐	☐
b) To learn to read English học đọc Anh-ngữ	☐	☐	☐
c) Learn to write English học viết Anh-ngữ	☐	☐	☐
d) Learn how to find work tìm hiểu cách kiếm việc làm	☐	☐	☐
e) Learn how to live in America tìm hiểu về lối sống tại Hoa-kỳ	☐	☐	☐

Comments :
(Phê-bình, nhận xét)

Thank you very much for your time and cooperation. The things you have told us will help us to improve the classes. We wish you much success.

(Xin cám ơn bạn đã dành thì giờ cho cuộc phỏng-vấn và cám ơn sự hợp-tác của bạn. Những điều bạn vừa cho chúng tôi biết sẽ giúp chúng tôi cải-tiến các lớp học. Chúng tôi xin chúc bạn nhiều thành-công.-) LH

APPENDIX F

Employee Survey

Northwest Regional Educational Laboratory 710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

I would like to ask you to help with an evaluation of the English as a Second Language and vocational training programs offered to Indochinese refugees in Washington State. This evaluation is being conducted by the Northwest Regional Educational Laboratory. The purpose of the evaluation is to gain information on how the English and vocational training programs can be improved. This information will be contained in a report to the Office of the Superintendent of Public Instruction, Olympia. Since you were once enrolled in an English language or vocational training program in this state, and then became employed, your evaluation of your training can help us make suggestions on how to improve the English and vocational training programs for Indochinese.

In addition to contacting people like yourself, information is also being sought from agencies assisting refugees, and from employers who have hired Indochinese. Visits are also being made to each of the institutions offering English and vocational training classes to Indochinese.

I would like to ask you to answer the questions on the enclosed card. When you have done this, please mail the card to me. The address and postage are already provided. (I have enclosed a translation of the card. This translation does not need to be returned; please put your answers on the English card, not the translation.) Your answers will be kept confidential: they will not be shown to your employer or your former teachers. In fact, you do not need to sign your name.

Thank you for your assistance. If you have any questions or wish to provide additional information which you feel will be useful, please telephone me or write a letter at the address or phone number given below.

Very truly yours,

Roger E. Harmon
Special Projects Associate

5624 Roosevelt Way N.E.
Seattle, WA 98105
(206) 527-2628

REH:jd
Enclosures

EMPLOYEE FOLLOW-UP SURVEY

Please respond to each of the following questions as directed by the attached letter and drop this prepaid card in the mail.

Thank you.

1. Are you happy with your present job? ☐ Yes ☐ No
2. Do you think that the English as a Second Language or vocational training program helped you:
   a. Find possible jobs: ☐ Yes ☐ Somewhat ☐ Very Little
   b. Apply for jobs: ☐ Yes ☐ Somewhat ☐ Very Little
   c. Obtain a job: ☐ Yes ☐ Somewhat ☐ Very Little
   d. Do good work: ☐ Yes ☐ Somewhat ☐ Very Little
3. In which areas could the English as a Second Language or vocational training program have provided you with more help: (check all that apply)
   ☐ how to obtain a job
   ☐ how to live in the U.S.
   ☐ reading English
   ☐ writing English
   ☐ speaking English
   ☐ Understanding spoken English

Employee Survey
Cambodian Translation

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

ROGER E. HARMON
Special Projects Associate
Tel. (206) 527-2628
Mailing address:
5624 Roosevelt Way N.E.
Seattle, Wa. 98105

មតិនៃនិយោជិក

សូមលោកអ្នកមេត្តាឆ្លើយសំនួរទាំងអស់ខាងក្រោមនេះ តាមលំដាប់ដែលបានតាំងលើលិខិតភ្ជាប់ជាមួយនេះស្រាប់ រួចហើយ សូមយកបញ្ហាដែលលោកអ្នកបានគូសចម្លើយលើនោះ ដាក់ក្នុងស្រោមសំបុត្រ ផ្ញើ។ សូមអរគុណលោកអ្នកទុកជាមុន ។

1. តើលោកអ្នកពេញចិត្តនឹងកិច្ចការដែលលោកអ្នកធ្វើសព្វថ្ងៃឬទេ?

   ☐ បាទ ☐ ទេ

2. តើលោកអ្នកយល់ថា កម្មវិធីសិក្សាភាសាអង់គ្លេសនៃសាលាទាំងពីរ នឹងការហ្វឹកហ្វឺនវិជ្ជាជីវៈ ជាជំនួយដល់លោកអ្នក ក្នុងការ :

a - ធ្វើរកការងារធ្វើ :	☐ ជួយច្រើន	☐ មធ្យម	☐ ស្តួចស្តើង
b - ដាក់ពាក្យសុំការងារធ្វើ	☐ ជួយច្រើន	☐ មធ្យម	☐ ស្តួចស្តើង
c - ធ្វើឲ្យបានការងារធ្វើ	☐ ជួយច្រើន	☐ មធ្យម	☐ ស្តួចស្តើង
d - ប្រកបការងារបានល្អ	☐ ជួយច្រើន	☐ មធ្យម	☐ ស្តួចស្តើង

3 - ក្នុងវិស័យណាខ្លះ ដែលកម្មវិធីសិក្សាភាសាអង់គ្លេស និងហ្វឹកហ្វឺនវិជ្ជាជីវៈនេះ បានផ្តល់ជំនួយដល់លោកអ្នកច្រើនជាង : (គូសក្នុងប្រអប់ណាដែលលោកអ្នកយល់ថាត្រូវ)

☐ តើធ្វើខ្លួនម្តេចដើម្បីឲ្យបានការងារ ។

☐ តើរស់នៅក្នុងសហរដ្ឋអាមេរិក នេះរបៀបណា ។

☐ អានភាសាអង់គ្លេស

☐ សរសេរអង់គ្លេស ។

☐ និយាយអង់គ្លេស ។

☐ យល់ភាសានិយាយជាអង់គ្លេស ។

Employee Survey
Laotian Translation

ຂວັນ ຕ້ອງ ຢາກ ໃຫ້ເຈົ້າຊ່ວຍ ສຳຣວດ ຢັ້ງຢືນ ວ່າ ການ ຮຽນ ພາສາ ອັງກິດ ເປັນພາສາທີສອງ ແລະ ການ ຮຽນ ຝຶກ ອາຊີບ ທີ່ຈັດ ໃຫ້ ແກ່ ຊາວ ອົບພະຍົບ ອິນດູຈີນ ທີ່ຢູ່ໃນ ລັດ ວໍຊິງຕັນ. ການ ສຳຣວດ ຢັ້ງຢືນ ນີ້ ແມ່ນ ໄດ້ ເຮັດ ຂຶ້ນ ໂດຍ ຫ້ອງ ສຶກສາ ຄົ້ນຄວ້າ ຂອງ ພາກ ຕາ ວັນຕົກ ເໜືອ. ຈຸດ ມຸ່ງໝາຍ ຂອງ ການ ສຳຣວດ ຢັ້ງຢືນ ນີ້, ເພື່ອ ຈະ ຂ່າວ ຄາວ ວ່າ ການ ການສັ່ງສອນ ພາສາ ອັງກິດ ພາສາທີສອງ ແລະ ການ ຮຽນ ຝຶກ ອາຊີບ ມີຜົນດີ ເປັນແນວໃດ. ຂ່າວ ຄາວ ເຫຼົ່າ ນີ້ ຈະ ໄດ້ ບັນທຶກ ໄວ້ ໃນ ລາຍງານ ເພື່ອ ສົ່ງ ໄປ ກະຊວງ ສຶກສາ, ລັດ ວໍຊິງຕັນ. ແລະ ກະຊວງ ສັງຄົມ ສົງເຄາະ ແລະ ສາທາ ລະນະ ສຸກ, ລັດ ວໍຊິງຕັນ. ໃນ ໄລຍະ ເຈົ້າ ໄດ້ ບັນຈຸ ເຂົ້າ ຮຽນ ພາສາ ອັງກິດ ຫຼື ເຂົ້າ ຮຽນ ຝຶກ ອາຊີບ ຢູ່ ໃນ ລັດ ນີ້ ແລະ ໄດ້ ບັນຈຸ ເຂົ້າ ເຮັດ ງານ: ການ ສຳຣວດ ຢັ້ງຢືນ ກ່ຽວກັບ ການ ສຶກສາ ຂອງ ເຈົ້າ ອາດ ສາມາດ ຊ່ວຍ ພວກເຮົາ, ເພື່ອ ໃຫ້ ຄຳ ແນະ ນຳ ວ່າ ການ ສຶກສາ ພາສາ ອັງກິດ ແລະ ການ ຮຽນ ຝຶກ ອາຊີບ ມີຜົນດີ ແນວໃດ ຕໍ່ ຊາວ ອົບພະຍົບ ອິນດູຈີນ. ນອກ ຈາກ ການ ຕິດຕໍ່ ກັບ ປະຊາຊົນ ຢ່າງ ເຈົ້າ ນີ້ແລ້ວ, ຂ່າວ ຄາວ ນີ້ ກໍ່ ໄດ້ ຊອກ ມາ ຕາມ ແຜນ ຂອງ ໂຄງການ ຕ່າງໆ ທີ່ ກ່ຽວ ຂ້ອງ ກັບ ຊາວ ອົບພະຍົບ. ແລະ ຫົວໜ້າ ງານ ຜູ້ ທີ່ ຈ້າງ ຊາວ ອົບພະຍົບ. ການ ປະເມີນ ຜົນ ຕໍ່ ປະໂຍດ ສຶກສາ ທີ່ ໃຫ້ ການ ສຶກສາ ແກ່ ຊາວ ອົບພະຍົບ ກໍ່ ໄດ້ ເຮັດ ຂຶ້ນ ຄືກັນ.

ຂວັນ ຕ້ອງການ ຢາກ ໃຫ້ ເຈົ້າ ຕອບຄຳຖາມ ຕາມ ແບບ ຟອມ ທີ່ ຕິດ ຄັດ ມາ ພ້ອມ ນີ້. ໃນ ເມື່ອ ເຈົ້າ ຫາກ ຕອບຄຳຖາມ ນີ້ ແລ້ວ ກະລຸນາ ສົ່ງ ແບບ ຟອມ ນີ້ ຄືນ ມາ ຫາ ຂວັນ. ທີ່ຢູ່ ແລະ ສະແຕມ ໄດ້ ຕິດ ມາ ພ້ອມ ນີ້ (ຂວັນ ໄດ້ ຕິດ ຄັດ ແບບ ຟອມ ຄຳ ແປ ມາ ພ້ອມ ນີ້) ແບບ ຟອມ ທີ່ ແປ ນີ້ ບໍ່ ຈຳ ເປັນ ສົ່ງ ຄືນ ມາ. ກະລຸນາ ຕອບຄຳຖາມ ໃສ່ ແບບ ຟອມ ທີ່ ເປັນ ພາສາ ອັງກິດ, ບໍ່ ແມ່ນ ແບບ ຟອມ ທີ່ ແປ ເປັນ ພາສາ ລາວ. ຄຳ ຕອບ ຂອງ ເຈົ້າ ຈະ ຮັກສາ ໄວ້ ເປັນ ຄວາມ ລັບ, ຈະ ບໍ່ ເປີດ ເຜີຍ ຕໍ່ ນາຍຈ້າງ ຫຼື ຄູ ເກົ່າ ຂອງ ເຈົ້າ.

ຂອບໃຈ ຕໍ່ ການຊ່ວຍ ເຫຼືອ ຂອງ ເຈົ້າ. ຖ້າ ຫາກ ເຈົ້າ ມີ ບັນຫາ ຫຼື ຕ້ອງ ການ ແຈ້ງ ຂ່າວ ຄາວ ເພີ່ມ ເຕີມ ທີ່ ເຈົ້າ ຄິດ ວ່າ ມີ ປະໂຫຍດ, ກະລຸນາ ໂທ ລະ ສັບ ຫາ ຜູ້ນ ພ້ອງ ນີ້ ຫາ ທີ່ຢູ່ ຫຼື ໂທລະສັບ ຂ້າງ ລຸ່ມ ນີ້:

ດ້ວຍ ຄວາມ ນັບຖື ຮັກແພງ.

ທ່ານ ໂດເຣ ວີ. ເຮັ້ນມັນ.
ນາຍງານ ໂຄງການ ພິເສດ.
ໂທລ: (໕໐໓) ໒໔໘. ໖໘໐໐.

ທີ່ຢູ່. ຫ້ອງເລກທີ່ ໗໑໐ ຊູນິດ ຣະແວນ
ຕາເວັນ ຕົກ ເໜືອ. ປໍທແລນ,
ອໍຣີກັນ. ໙໗໒໐໔.

ການສຳຣວດ ຂອງຄະນະງານ.

ກະຣຸນາ ຕອບຄຳຖາມແຕ່ລະຂໍ້ ດັ່ງໜ້ານີ້ ແລ້ວແນບມາທີ່ຫ້ອງຂັດ ນາຍພັນ
ຂອງໆ.

໑. ທ່ານມີຄວາມເຫັນວ່າ ໝໍ້ໆ ແລະ ພວກຊູ້ມີການງານປະຈຳວັນຂອງ
ທ່ານບໍ? ☐ ແມ່ນແລ້ວ ☐ ບໍ່ແມ່ນ.

໒. ທ່ານຄິດວ່າ ການຮຽນພາສາອັງກິດ ເປັນພາສາທີ່ສອງ ທາງ
ຮຽນຝຶກຫາຊີບຊ່ວຍ ເຈົ້າໄດ້ບໍ?

ກ. ວຽກງານໃໝ່. ☐ ແມ່ນແລ້ວ ☐ ປານກາງ ☐ ໜ້ອຍໜຶ່ງ.
ຂ. ການສມັກງານ ☐ ແມ່ນແລ້ວ ☐ ປານກາງ ☐ ໜ້ອຍໜຶ່ງ.
ຄ. ໄດ້ຮັບງານ ☐ ແມ່ນແລ້ວ ☐ ປານກາງ ☐ ໜ້ອຍໜຶ່ງ.

໓. ບໍ່ມີໃດ ທີ່ການຮຽນພາສາອັງກິດ ເປັນພາສາທີ່ສອງ ທາງ
ຮຽນຝຶກຫາຊີບຊ່ວຍ [illegible] ໄດ້ດີກວ່າ. (ຂໍໃຫ້ເຮົາໝາຍຄວາມເຫັນ
ວ່າມັນຫາກເໝາະສົມ.)

☐ ໄດ້ຮັບວຽກແນວໃດ.
☐ ຢູ່ໃນສະຫະຣັດແນວໃດ.
☐ ອ່ານອັງກິດ
☐ ຮຽນອັງກິດ
☐ ປາກພາສາອັງກິດ
☐ ເຂົ້າໃຈປາກພາສາອັງກິດ.

Employee Survey

Vietnamese Translation

Northwest
Regional
Educational
Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

Tôi xin trân trọng yêu cầu quý vị giúp tôi trong việc lượng giá Chương Trình Huấn Nghệ và Anh Ngữ, hiện dang được cống hiến cho tất cả người tỵ nạn Đồng-Dương trong Tiểu Bang Washington.

Cộng việc lượng giá này do The Northwest Regional Education Laboratory đảm nhận.Mục dích của cộng việc lượng giá lã thu nhận nhưng ý kiến và đề nghị của quý vị hầu tìm cách cải tiến Chương Trình Huấn Nghệ vã Anh Ngữ của Tiểu Bang Washington. Các ý kiến và đề nghị của quý vị sè được dúc kết và báo cáo về Bộ Giáo-Dục vã Bộ Xả-Hội ở Olympia. Khi mà quý vị dả tưng tham gia qua chương trình này vã nay dã tìm được việc làm chúng tôi đoan chắc rằng các ý kiến và đề nghị của quý vị có thể giúp cải tiến chương trình này thêm hửu hiệu.

Ngoài việc tiếp xúc với quý vị để thu nhận tin tức, chúng tôi củng tiếp xúc với các cơ quan hiện dang giúp dở người tỵ nạn, quý vị chủ nhân và mở các cuộc thăm viếng ngay tại các lớp học.

Đính kèm theo dây là phiếu thăm dõ nhân viên Employee Follow-Up Survey, xin quý vị vui lòng đánh dấu trả lời nhưng câu hỏi nào quý vị thấy vừa ý nhất, và gởi hoàn trả lại cho chung tôi.Tấm thẻ này dả có ghi địa chỉ vã dán tem sẵng.
(Bản phiên dịch Việt ngữ không cần trả lại)
Tin tức của quý vị sẻ được hoàn toàn giử kín vã sẻ không bao giờ tiết lộ cho quý vị chủ hảng hoạc các vị giáo sư ở các lớp Anh văn và quý vị cũng không cần phải ký tên trên tấm thẻ này.

Tôi xin thành thật cám ơn sự giúp dở của quý vị. Nếu quý vị có diều gì thắc mắc xin quý vị vui lòng gọi diện thoại hoạc viết thư dến tôi theo dịa chỉ ghi dưới dây.

Xin Chân Thành Cảm Tạ

Roger E. Harmon
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Seattle, Wa. 98105

AN EQUAL OPPORTUNITY EMPLOYER

(Bản Phiên Dịch Việt Ngữ)

Employee Follow-Up Survey

Phiếu Thăm Dò Nhân Viên

Thể theo lời yêu cầu của chung tôi trong bức thơ dính kèm, xin quý vị vui lòng dánh dấu trả lời nhửng câu hỏi ghi bằng tiếng anh trên tấm thẻ Employee Follw-Up Survey, và hoàn trả lại cho chúng tôi.

Cám Ơn

1/ Quý vị có vui lòng với công việc làm hiện tại của quý vị không? - Có - Không

2/ Quý vị có nghỉ rằng Chương Trình Huấn Nghệ và Anh Ngữ dả giúp quý vị như sau:

a/ Có thể tìm được một công việc làm: -Rất nhiều -Phần nào -Rất it

b/ Đi tìm việc làm: -Rất nhiều -Phần nào -Rất it

c/ Đả giúp quý vị tìm được việc làm: -Rất nhiều -Phần nào -Rất it

d/ Làm việc vừa ý -Rất nhiều -Phần nào -Rất it

3/Trong lảnh vực nào của Chương Trình Huấn Nghệ và Anh Ngử dả giúp quý vị nhiều nhứt: (Quý vị có thể dánh dấu trả lời nhiều câu hỏi khác nhau)

-Làm sao tìm việc làm

-Lam sao sống ở nước Mỹ

-Biết dọc Anh văn

-Biết viết Anh Văn

-Biết nói tiêng Anh

-Hiểu được nhửng câu đối thoại bằng tiếng Anh

APPENDIX G

Agency, Association and Sponsor Survey

Indochinese Refugee SPI-ESL/Vocational Training Program
Agency, Association and Sponsor Survey

Your Name: ______________________________

Name of your agency, association or sponsoring group: ______________________________

Your position or title: ______________________________

Type of Agency or Association (✓):
- ☐ Voluntary Agency (Volag)
- ☐ Employment Service Provider
- ☐ Indochinese Community Association
- ☐ DSHS Community Service Office Worker
- ☐ Refugee Sponsor (other than Volag)
- ☐ Other (describe): ______________________________

____

1.a. Please briefly describe the function of your agency or association regarding Indochinese refugees.

b. What is the nature of your individual involvement with Indochinese refugees?

2. Does your involvement with the Indochinese refugees relate in any way to English language and/or vocational training programs for Indochinese refugees?

No Don't Know Yes If so, briefly describe your relationship to these programs?

3. Do the Indochinese refugees with which you have contact (check all that apply):

- ☐ Go into ESL/vocational training programs.
- ☐ Come from the ESL/vocational training programs.
- ☐ Currently participate in the ESL/vocational training program.
- ☐ Don't know.

Comments:

Completed surveys will be retained by Northwest Regional Educational Lab. Survey results will be reported to SPI and the individual Indochinese refugee SPI-ESL programs.

8/3/79

5. Please give your views of the current opportunities for ESL/vocational training for Indochinese Refugees in your area:

a. The availability of information about the programs for Indochinese refugees is:

Comment:

☐ Very limited or unclear
☐ Somewhat limited
☐ Sufficient
☐ Don't know

b. The ease of entry into the programs by Indochinese refugees is:

Comment:

☐ Very difficult or frustrating
☐ Somewhat difficult
☐ Fairly easy
☐ Don't know

c. The quality of the training offered by these programs is:

Comment:

☐ Excellent
☐ Satisfactory
☐ Unsatisfactory
☐ Don't know

d. The kinds of training available in these programs is:

Comment:

☐ Too limited
☐ Sufficient
☐ Too broad
☐ Don't know

e. The number of openings available to Indochinese refugees in these programs are:

Comment:

☐ Too limited
☐ Sufficient
☐ Don't know

f. The length of these programs are:

Comment:

☐ Too long
☐ Sufficient
☐ Too short
☐ Don't know

g. The value of the programs for gaining employment by the Indochinese refugees is:

Comment:

☐ Very beneficial
☐ Of some benefit
☐ Of little benefit
☐ Don't know

h. The degree to which these programs help Indochinese refugees to American living is:

Comment:

☐ Very limited
☐ Of some value
☐ Of great value
☐ Don't know

6. How could Indochinese refugee ESL/vocational training programs be improved?

7. What could your agency, association, or sponsoring group do to help improve these programs?

Thank you for your assistance.

4. Listed below are the institutions and/or offices in Washington which have been contracted by the Superintendent of Public Instruction to provide ESL/vocational training for Indochinese refugees. Please note the degree to which your agency or association has contact with each program, the primary nature of the contact, and your satisfaction with the contact. You may comment about any or all programs.

FREQUENCY OF CONTACT: Check one for each institution.

WHO USUALLY INITIATES CONTACT: A=I, our agency or association initiates; T=The teaching institution initiates; M=Mutual contact, we contact each other. Leave blank if no contact.

NATURE OF CONTACT: Check all that apply to each institution. I, our agency or association:

SATISFACTION WITH CONTACT: Check one for each institu

	FREQUENCY OF CONTACT				WHO USUALLY INITIATES CONTACT	NATURE OF CONTACT						SATISFACTION WITH CONTACT			
Program	None	Seldom	Occasional	Frequent		Provides Info.	Seek(s) Info.	Solve(s) Probs.	Refer(s) Individ. To Prog.	Receive(s) Individ. From Prog.	NA	Always Satis.	Usually Satis.	Seldom Satis.	Tota Frus trat
Bellevue C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Centralia College	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clark College	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Clover Pk. Voc.-Tech.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Columbia Basin Coll.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Everett C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Edmonds C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ft. Steilacoom C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Griffin Business Coll.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Highline C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Knapp Business Coll.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
L. H. Bates	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Lower Columbia C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Olympic College	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Renton Voc.-Tech. Coll.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Seattle Central C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
S. Seattle C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Shoreline C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Spokane C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Tacoma C.C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Whatcom C. C.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wenatchee Valley Coll.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Seattle/OIC	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
State Super. of Public Instruction Office	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

APPENDIX H

Site Review Survey
Site Visitation Control Sheet

Indochinese Refugee SPI-ESL/Vocational Training Program

Site Review Summary

Institution:______________________________ Summary Provided to:__________________

Reviewer(s):____________________________________ Review Date:____________________

The major findings of the program review are summarized below:

1. Program Strengths

2. Areas for Potential Improvement

3. Possible Actions to Strengthen the Program

4. **Areas Requiring SPI followup**

5. **Comments/Reactions of Program Personnel**

SPI - ENGLISH LANGUAGE/VOCATIONAL TRAINING PROGRAM

SITE VISITATION CONTROL SHEET

SITE	Intro. Letter & Program Survey Mailed (date)	Site Visit Scheduled for (date)	Confirm-ation	Site Visit Conducted by	Results Provided to (Program Adm.)	Results Provided to SPI (date)	Employee Survey Mailed (date)	Employer Survey Mailed (date)
Bellevue Community College								
Centralia College								
Clark College								
Clover Park Voc.-Tech. Institute								
Columbia Basin College								
Everett Community College								
Edmonds Community College								
Ft. Steilacoom Community College								
Griffin Business College								
Highline Community College								
Knapp Business College								
L. H. Bates Vocational-Tech. Institute								
Lower Columbia College								
Olympic College								
Renton Vocational-Tech. Institute								
Seattle Central Community College								
South Seattle Community College								
Spokane Community College								
Tacoma Community College								
Tacoma School District								
Wenatchee Valley College								
Seattle/OIC								